

Chapter 2

Note : This is IM/TB

CHAPTER 2

GENDER

NEW TO THE 11TH EDITION

- Effect of music television on gender roles (p. 49)
- Benevolent sexism (p. 54)
- Personal Choices: Choosing gender behavior that fits (p. 61)
- Future of gender roles (p. 61)
- Three new sections on Diversity in Other Countries (pp. 41, 49, 54)
- How media may threaten traditional conceptions of masculinity (p. 49)

LEARNING OBJECTIVES

After reading this chapter, students should be able to:

1. Define and distinguish between the following terms: sex, gender, gender identity, transgender, gender role, sex role, gender role ideology, cross dresser, transsexual and intersexed.
2. Compare the way men and women view romantic relationships.
3. Summarize and compare various theories of gender role development, including biosocial, social learning, identification, and cognitive-developmental theory.
4. Discuss how the various agents of socialization (family, race/ethnicity, peers, religion, education, economy, and mass media) influence gender role development.
5. Identify how gender role socialization affects relationship choices.
6. Review the gender roles operative in Latino families, Afghanistan under the Taliban, the Caribbean, and Africa (East and South).
7. Identify the positive and negative consequences of traditional female and traditional male gender role socialization. Explain how both sexes may be oppressed and restricted by narrow conceptions of femininity and masculinity.
8. Identify the characteristics of college men who want a traditional wife.
9. Review the meaning of “feminization of poverty” and its implications for one’s work role.

Chapter 2

10. Discuss female genital alteration in terms of why it occurs and how it is regarded in the U.S.
11. Discuss the concepts of androgyny, gender role transcendence, and gender post modernism.
12. Know the major new changes/future trends in gender roles in relationships.

MAJOR CONCEPTS AND TERMS

androgyny (p. 60)	gender role ideology	parental investment (p. 45)
benevolent sexism (p. 54)	(p. 43)	positive androgyny (p. 60)
cross-dresser (p. 41)	gender role transcendence	sex (p. 39)
female genital alteration	(p. 60)	sex roles (p. 43)
(p. 55)	gender roles (p. 42)	sexism (p. 54)
feminization of poverty	intersexed individuals	transgender (p. 41)
(p. 53)	(p. 39)	transsexual (p. 41)
gender (p. 39)	occupational sex	
gender identity (p. 41)	segregation (p. 48)	

DETAILED CHAPTER OUTLINE

I. TERMINOLOGY

A. SEX

Biological distinction between females and males (chromosomes, gonads, hormones, internal sex organs, external genitals).

B. GENDER

Social and psychological characteristics associated with being a female (e.g., easily embarrassed) or a male (e.g., competitive).

C. GENDER IDENTITY

Psychological state of viewing oneself as a girl or a boy, and later as a woman or a man.

D. TRANSGENDER

Generic term for a person of one biological sex who displays characteristics of the other sex. For example, cross-dresser is a broad term for an individual who may dress or present himself or herself in the gender of the other sex.

E. GENDER ROLES

Socially dictated behavior for women and men (e.g., women typically do more housework/child care than men).

F. GENDER ROLE IDEOLOGY

Beliefs about the proper role relationships between women and men (e.g., traditionally man initiates first interaction with woman).

G. GENDER DIFFERENCES IN VIEWING ROMANTIC RELATIONSHIPS

1. MEN BELIEVE:

- a. Cohabitation improves marriage.
- b. Men control relationships.
- c. People will “cheat” if they feel they will not be caught.
- 2. WOMEN BELIEVE:
 - a. Love is more important than factors like age and race in choosing a mate.
 - b. Couples stop “trying” after they marry.
 - c. Women know when their men are lying.

II. THEORIES OF GENDER ROLE DEVELOPMENT

A. BIOSOCIAL/SOCIOBIOLOGY

Emphasizes that gender roles have a biological basis and an evolutionary survival function.

B. SOCIAL LEARNING

Gender role behavior is learned through being rewarded for some behaviors and punished for others.

C. IDENTIFICATION

Children acquire the characteristics and behaviors of their same-sex parent through a process of identifying with that parent.

D. COGNITIVE-DEVELOPMENTAL THEORY

Gender role acquisition depends on the mental maturity of the child.

Once children learn the concept of gender permanence (age 6 or 7), they seek to become competent members of their gender group.

III. AGENTS OF SOCIALIZATION

A. FAMILY

The family is a gendered institution and family roles are highly structured by gender.

B. RACE/ETHNICITY

Although African-American families are often stereotyped as being matriarchal, the more common pattern of authority in these families is egalitarian. Hispanics represent the fastest-growing segment of the U.S. population.

C. PEERS

Peer groups provide an enormous influence during adolescence. Their gender role socialization is primarily traditional.

1. BOYS ARE EXPECTED TO:

- a. Play sports.
- b. Be career-oriented.

2. GIRLS ARE EXPECTED TO BE:

- a. Physically attractive.
- b. Popular.
- c. Achievement-oriented.

D. RELIGION

- 1. Religion encourages individuals to adopt traditional gender roles.
- 2. Male dominance is indisputable in the hierarchy of religious organizations.
- 3. The stronger the religiosity of men the more traditional and sexist their view of women.

E. EDUCATION

Schools reflect the broader U.S. culture and its patriarchal gender roles in their structure, organization, curriculum, and interaction.

F. ECONOMY

The economy is a very gendered institution in which men and women occupy stereotypically traditional gender roles.

G. MASS MEDIA

Media images of women and men typically conform to traditional gender stereotypes depicting the exploitation, victimization, and sexual objectification of women. Hip hop music reflects gender stereotypes with men being portrayed as sex-driven and tough, and women being portrayed as sex objects.

IV. GENDER ROLES IN OTHER SOCIETIES

A. GENDER ROLES IN LATINO/HISPANIC FAMILIES

1. TRADITIONAL FAMILY MODEL IN SPAIN CALLS FOR:

- a. Men as providers.
- b. Women as homemakers and mothers.

2. MOVING STEADILY TOWARD:

- a. Gender equality.
- b. Complementariness between genders.

B. AFGHANISTAN UNDER THE TALIBAN

1. Life of women under the Taliban was cruel, demeaning, and often fatal.
 - a. Women were not allowed to go to school or to earn an income.
 - b. Women could not leave the house unless accompanied by a male relative.
 - c. Some women drank bleach rather than live in this environment.

C. CARIBBEAN FAMILIES

Caribbean families in the Bahamas, Jamaica, Barbados, Trinidad, Guyana, etc. are typically composed of a single woman and her children. Men may have children with many women but live with none of them on a full time basis.

D. EAST AND SOUTH AFRICA

Africa is a diverse continent with 50 separate nations. The cultures range from Islamic/Arabic cultures in Northern Africa to industrial and European-influenced cultures in South Africa. In some parts of East Africa (e.g., Kenya), gender roles are in flux. Maasai wives are expected to play a passive, obedient role.

V. CONSEQUENCES OF TRADITIONAL GENDER ROLE SOCIALIZATION

A. NEGATIVE CONSEQUENCES OF FEMALE ROLE SOCIALIZATION

1. Less education/income
2. High STI/HIV infection risk
3. Negative body image
4. Less personal/marital satisfaction

B. POSITIVE CONSEQUENCES OF FEMALE ROLE SOCIALIZATION

1. Longer life expectancy
2. Stronger relationship focus
3. Keeping relationships on track
4. Bonding with children

C. NEGATIVE CONSEQUENCES OF MALE ROLE SOCIALIZATION

1. Identity synonymous with occupation
2. Limited expression of emotions
3. Fear of intimacy
4. Custody disadvantages
5. Shorter life expectancy

D. BENEFITS OF TRADITIONAL MALE SOCIALIZATION

1. MEN TEND TO HAVE:
 - a. More freedom of movement.
 - b. More potential partners from whom to select.
 - c. Cultural freedom to initiate relationships.
2. MEN WHO WANT TO MARRY A TRADITIONAL WIFE:
 - a. Are religious.
 - b. Do not believe in divorce.
 - c. Believe that a wife making more money than her husband weakens the marriage.

VI. CHANGING GENDER ROLES

A. ANDROGYNY

1. Androgyny may be physiological (e.g., intersexed individuals) or behavioral, wherein the blending or reversal of traditional male and female behavior occurs.
2. Positive androgyny is devoid of the negative traits associated with masculinity and femininity.

B. GENDER ROLE TRANSCENDENCE:

Is the abandonment of gender schema so that personality traits and social and occupational roles become divorced from gender categories (e.g., men and women may be and display any behavior they want without fear of social stigma).

C. GENDER POSTMODERNISM:

Is the dissolution of male and female categories and creation of a “third sex” of “trans” people, which would involve new social structures based on the principles of equity, diversity, and the right to self-determination.

VII. PERSONAL CHOICES: CHOOSING GENDER BEHAVIOR THAT FITS

1. Occupational choices traditionally reserved for women or men need no longer be off the table for the other sex.
2. Dating roles whereby the woman initiates and the man is passive or marital roles whereby the woman is the primary breadwinner and the man is the child-focused homemaker become options.

VIII. THE FUTURE OF GENDER ROLES

1. Women and men will develop characteristics, lifestyles, and values that are independent of gender role stereotypes.
2. Characteristics such as strength, independence, logical thinking, and aggressiveness will no longer be associated with maleness, just as passivity, dependence, emotions, intuitiveness, and nurturance will no longer be associated with femaleness.
3. Relationships will become more egalitarian.

STUDENT PROJECTS AND CLASSROOM ACTIVITIES

1. Masculine and Feminine Characteristics

Part One: Ask students to submit to the instructor a list of five traits or characteristics associated with “femininity” and five traits or characteristics associated with “masculinity.” Then choose commonly cited characteristics from among students’ lists and compile one list that includes ten “male characteristics” (all odd-numbered items) and ten “female characteristics” (all even-numbered items).

Part Two: In class, tell students to take out a sheet of paper and number it 1 to 20. Tell students that you are going to read a list of various personality traits or characteristics. Students should indicate how well each of the characteristics describes them by writing a number from the following scale next to each item read by the instructor (write the scale on the board):

1	2	3	4
Usually Not True	Occasionally True	Usually True	Almost Always True

After all twenty items are read, instruct students to score themselves by adding all the even-numbered items for their “F Score” and adding all the odd-numbered items for their “M Score.” Then, according to the following chart, ask students to compute their final score:

F Score	M Score	Final Score
25 or above	25 or below	Feminine Typed
24 or below	25 or above	Masculine Typed
25 or above	25 or above	Androgynous
24 or below	24 or below	Undifferentiated

Explain the meaning of the final score categories:

1. Feminine Typed means the person scored high on feminine traits and low on masculine traits.
2. Masculine Typed means the person scored high on masculine traits and low on feminine traits.
3. Androgynous means the person scored high on both feminine and masculine traits.
4. Undifferentiated means the person scored low on both feminine and masculine traits.

Chapter 2

Part Three: Ask how many women scored feminine typed. Masculine typed? Androgynous? Undifferentiated?

How many men scored feminine typed? Masculine typed? Androgynous? Undifferentiated?

Note the relative numbers of women and men scoring in each category. Typically there are several women who score as “masculine typed,” yet seldom do men score as “feminine typed.” If there are any men who score feminine typed, and if they admit it, note the reaction of the class. Students will often chuckle or make some other kind of ridiculing response to a man saying he scored “feminine typed.” Engage the class in a discussion around the following questions (Note: The instructor may modify these questions according to the patterns of responses given by students regarding their scores):

- 1) What are the implications of the fact that significantly more women scored “masculine typed” than men scored “feminine typed”?
- 2) If someone were to lie about his or her score, who do you think it would be and why? (Men may lie about scoring feminine typed due to the social disapproval for men’s being “feminine”.)
- 3) How did the class react when _____ revealed that he scored as “feminine typed”? (Or: How do you think members of the class would have reacted if a male student revealed that he scored “feminine typed”?)
- 4) How is there social disapproval for men to have “feminine” traits and characteristics? Is there similar disapproval for women who have “masculine” traits and characteristics? Why not? Are men more restricted by their gender role than women are?
- 5) Read the list of “feminine” traits and characteristics from the list compiled from students’ suggestions and write them on the board. Ask, “Why does U.S. society tend to discourage men from having these traits?”
- 6) How many heterosexual women would like their male partners to have more of those characteristics and traits that we associate with femininity?
- 7) If men in our society, and throughout the world, had more traits and characteristics traditionally defined as “feminine,” what would the effects be on the following?
 - a) crime and violence
 - b) domestic violence and abuse
 - c) divorce
 - d) teenage and unmarried childbearing
 - e) physical and mental health
 - f) homophobia, discrimination against gays, and anti-gay violence
 - g) gender inequality

2. Majors in College

Obtain data from your college or university regarding the proportion of men and women in each of the majors offered at your college or university. Present this data to students in class and examine the degree to which male students in your institution are majoring in areas that are

Chapter 2

traditionally dominated by men and the degree to which female students are majoring in areas that are traditionally dominated by women.

If you can obtain data from earlier years, compare the data from different time periods. How has the proportion of men and women majoring in various subject areas changed across time?

Another version of this exercise involves asking students in your class to indicate on a piece of paper their major (or intended major) and their sex (female or male). On the board, list the various majors and the numbers (or percentages) of women and men in each major. Ask students to note and explain any associations between specific majors and gender.

3. Gender Roles in Other Societies

Invite a student or faculty member who has spent time in another culture to speak to the class about gender roles in another society. Gender roles of women in Iraq and Afghanistan have become particularly visible in the U.S. since 9/11. Invite women socialized in these countries to share their experience in those cultures.

4. How Has Your Gender Role Socialization Influenced Your Life?

Ask students to write a one- to two-page description of how their gender role socialization has influenced some aspect of their lives. For example, how has their gender role socialization influenced their occupational goals? Educational goals? Self-concept? Health? Relationships? You may select a sample of these to read to the class.

****Note: In completing this exercise, the authors have found that some female students insist that their lives have not been influenced by their gender role socialization. They claim that they have been taught to pursue their goals without being constrained by any traditional notions of what it means to be a woman in U.S. society. In response to this claim, the instructor may point out that what is interesting about it is that it is made by women--not by men. Why didn't any male student similarly claim that his gender role socialization has not constrained him? Perhaps the idea that women should not be constrained by traditional notions of femininity is itself part of the modern female gender role socialization experience.

5. Ann and Richard: An Activity Illustrating Gender Stereotypes

Distribute copies of Ann to half the students in the class and copies of Richard to the other half of the class. Tell students to fill in the blanks with a word or phrase.

Ann

Ann is a junior in college majoring in _____. She works part time as a _____ to help with college expenses. When she has a little extra money, she likes to spend it on _____. Ann had a boyfriend whom she met in her sophomore year; he was a(n) _____ major who liked to _____. But Ann broke up with him because he

Chapter 2

_____. Although Ann dates occasionally, she is not seriously involved with anyone; she is waiting to meet someone who is _____ and _____. In the meantime, Ann is focusing on herself. For example, she is trying to break a bad habit of _____ and is trying to improve her self-concept by _____ more and _____ less.

Richard

Richard is a junior in college majoring in _____. He works part time _____. He had a girlfriend whom he met in his sophomore year; she was a(n) _____ major who liked to _____. But he broke up with her because she _____. Although Richard dates occasionally, he is not seriously involved with anyone; he is waiting to meet someone who is _____ and _____. In the meantime, Richard is focusing on himself. For example, he is trying to break a bad habit of _____ and is trying to improve his self-concept by _____ more and _____ less.

After students have completed filling in the blanks, distribute copies of Richard to those students who completed Ann and copies of Ann to those students who completed Richard. Instruct students to fill in the blanks of the second story with the words or phrases they used in the first story. Follow up with a discussion surrounding the following questions:

1. What examples of gender stereotypes emerged in this activity?
2. Did women and men in the class stereotype Ann in similar ways? Why or why not?
3. Did women and men in the class stereotype Richard in similar ways? Why or why not?

6. Gender Roles in Children's Nursery Rhymes, Fairy Tales, and Songs

Instruct students to identify a children's nursery rhyme, fairy tale, or song that portrays females and/or males in traditional gender roles. Ask students to submit a copy of the nursery rhyme, fairy tale, or song along with a discussion of how it reinforces traditional gender roles.

7. A Parenting Scenario Involving Gender Issues

Instruct students to take out a piece of paper from their notebooks. Then read the following scenario to the class:

For Halloween, your four-year-old son Michael wants to dress up as "Kimberly," the pink female Power Ranger character. In previous years you have selected Michael's costume and this is the first year that you told Michael he could choose his costume for Halloween.

Ask students to write their responses to the following questions:

1. How would you, as Michael's parent, feel about his wanting to dress up as the female Power Ranger character "Kimberly"? What thoughts or concerns would you have about it?
2. How would you respond to Michael's request to dress up as "Kimberly" for Halloween? What would you do in this situation? What would you say to Michael?

Chapter 2

Allow five to ten minutes for students to write their responses to the questions above. Then ask students to indicate their gender by writing “Male” or “Female” at the top of the page. Collect the papers and read a sample of them to the class. Make notes on the board to indicate the following:

1. What percentage of female students would allow Michael to dress as Kimberly?
2. What percentage of male students would allow Michael to dress as Kimberly?
3. What percentage of female students would not allow Michael to dress as Kimberly?
4. What percentage of male students would not allow Michael to dress as Kimberly?
5. What various feelings, thoughts, and concerns do female students have about Michael’s wanting to dress as Kimberly?
6. What various feelings, thoughts, and concerns do male students have about Michael’s wanting to dress as Kimberly?

Facilitate class discussion around the following questions:

1. Are there gender differences in students’ reactions to the scenario? Why or why not?
2. Suppose the scenario involved a female child who wanted to dress as the male Power Ranger character “Zack.” Would your feelings, thoughts, and concerns be the same as or different from those in the first scenario? Why? Would your reaction be the same or different? Why?
3. Suppose two parents disagreed about whether or not to allow their male child to dress as “Kimberly” for Halloween. How could these parents resolve their conflict?

USING POPULAR MEDIA IN THE CLASSROOM

Movies

Black Swan (2010)

Content: Ballerina Nina lands the role of Swan Queen in Swan Lake, setting off a rivalry with a new dancer.

Assignment: Discuss how the soft feminine stereotype of a ballerina is transformed into an aggressive, devious, scary character.

Little Fockers (2010)

Content: A son-in-law and father-in-law banter throughout the movie in reference to the children/grandchildren.

Assignment: Comment on the way the children are being socialized into traditional gender roles.

Nurse Jackie (2010/2011)

Chapter 2

Content: Nurse Jackie's character (shown on Showtime cable network) is that of a drug addict who cheats on her husband.

Assignment: Identify the ways in which Jackie's behavior is more like the stereotypical male/husband than a female/wife.

Television Shows

Degrassi-Season 10 (TeenNick): Adam plays a transgender teen on the show Degrassi. Compare and contrast the reaction that Adam gets from both his friends and his other classmates.

I Love Lucy: Describe how Lucy and Ethel conform to traditional gender roles of women, and also how Ricky and Fred conform to traditional gender roles of men.

Video Links

Interviews with kids about gender roles:

<http://www.youtube.com/watch?v=pWc1e3Nbc2g&feature=related>

Female genital cutting: http://www.youtube.com/watch?v=dLD_dnUfqk0

Intersexed person: <http://www.youtube.com/watch?v=jbwR0inBd8s&feature=related>

INFOTRAC COLLEGE EDITION EXERCISES

Type in the word "gender" in the "search" box of the **InfoTrac** page and scroll down to where you see "sex role." Click "view," which will take you to numerous periodical references. Read the following articles relevant to Chapter 2 and answer the question following each article citation.

1. "Bearing the burden of doubt: female coaches' experiences of gender relations. Sociocultural foundations" by Leanne Norman *Research Quarterly for Exercise and Sport*, 2010, 81: 506-518.

Q 1 = How do female coaches perceive the reaction of male coaches?

Q 2 = What is the source of these feelings and to which degree is change in motion?

2. "Work hard, play hard?: a comparison of male and female lawyers' time in paid and unpaid work and participation in leisure activities." by Jean Wallace and Marisa Young. *Canadian Review of Sociology*, 2010, 47: 27-48

Q 1 = What are the relative work and leisure hours of women and men lawyers?

Q 2 = Why the discrepancy?

3. "The gender role perceptions of male students at a prestigious, single-gender, catholic high school" by Franklin T. Thompson and William P. Austin. *Education*, 2010, 130: 424-447

Q 1 = What are examples of how education is a context that favors males?

Chapter 2

Q 2 = What were four views suggested by the authors about coed and single sex education?

INTERNET EXERCISES AND WEB SITES

1. Encourage students to use one of several “search engines” and type in such words as “gender role,” “sex role,” and others listed under key terms in Chapter 3. They will quickly become aware of the enormous resources available on the Net in regard to the study of marriage and the family.
2. Have students access New York Public Library’s holdings on gender studies at <http://www.nypl.org/research/chss/grd/resguides/women/> to find material relevant to the gender chapter.
3. Invite students to visit Gender Inn at http://www.uni-koeln.de/phil-fak/englisch/datenbank/e_index.htm and access some of numerous references.

Some Web sites relevant to the chapter include the following::

Gender and Women’s Studies:

<http://www.libr.org/wss/WSSLinks/>

International Gender Studies:

<http://globetrotter.berkeley.edu/GlobalGender/>

SELF-ASSESSMENT HANDOUT

Photocopy the Self-Assessment and give to your students.

SELF- ASSESSMENT: The Beliefs about Women Scale (BAWS)

The following statements describe different attitudes toward men and women. There are no right or wrong answers, only opinions. Indicate how much you agree or disagree with each statement, using the following scale: (A) strongly disagree, (B) slightly disagree, (C) neither agree nor disagree, (D) slightly agree, or (E) strongly agree.

- ___ 1. Women are more passive than men.
- ___ 2. Women are less career-motivated than men.
- ___ 3. Women don't generally like to be active in their sexual relationships.
- ___ 4. Women are more concerned about their physical appearance than are men.
- ___ 5. Women comply more often than men.
- ___ 6. Women care as much as men do about developing a job or career.
- ___ 7. Most women don't like to express their sexuality.
- ___ 8. Men are as conceited about their appearance as are women.
- ___ 9. Men are as submissive as women.
- ___ 10. Women are as skillful in business-related activities as are men.
- ___ 11. Most women want their partner to take the initiative in their sexual relationships.
- ___ 12. Women spend more time attending to their physical appearance than men do.
- ___ 13. Women tend to give up more easily than men.
- ___ 14. Women dislike being in leadership positions more than men.
- ___ 15. Women are as interested in sex as are men.
- ___ 16. Women pay more attention to their looks than most men do.
- ___ 17. Women are more easily influenced than men.
- ___ 18. Women don't like responsibility as much as men.
- ___ 19. Women's sexual desires are less intense than men's.
- ___ 20. Women gain more status from their physical appearance than do men.

The Beliefs about Women Scale (BAWS) consists of fifteen separate subscales; only four are used here. The items for these four subscales and coding instructions are as follows:

- 1. Women are more passive than men (items 1, 5, 9, 13, 17).
- 2. Women are less interested in careers than men (items 2, 6, 10, 14, 18).
- 3. Women are less sexual than men (items 3, 7, 11, 15, 19).
- 4. Women are more appearance conscious than men (items 4, 8, 12, 16, 20).

Score the items as follows: strongly agree = +2; slightly agree = +1; neither agree nor disagree = 0; slightly disagree = -1; strongly disagree = -2.

Scores range from 0 to 40; subscale scores range from 0 to 10. The higher your score, the more traditional your gender beliefs about men and women.

Source

William E. Snell, Jr., PhD. 1997. College of Liberal Arts, Department of Psychology, Southeast

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CHAPTER 2: GENDER

TEST QUESTIONS

Multiple Choice

1. The sex chromosomes of a normal female are ____ and of a normal male are ____.
a. XX; XY
b. YY; XY
c. XY; XX
d. XY; YY
ANS: A PG: 39 SOURCE: Pickup
2. Which of the following terms is not used to determine the biological sex of a person?
a. internal sex organs
b. cognitive facility
c. chromosomes
d. hormones
ANS: B PG: 39 SOURCE: New
3. What term refers to a person who has hormones and internal/external sex organs of both females and males?
a. androgynous
b. ambiguous genderite
c. intersexed
d. cross dresser
ANS: C PG: 39 SOURCE: New
4. Third and fourth grade males who have a lot of male friends tend to ____ female traits.
a. denigrate
b. revere
c. love
d. absorb
ANS: A PG: 39 SOURCE: New
5. Women who have equal pay and education with men still:
a. do significantly less housework
b. do a little less housework
c. do the same amount of housework
d. do more housework
ANS: D PG: 42 SOURCE: New

6. Lee and Waite (2010) found that women who did a lot of housework felt appreciated:
- when their husbands did as much as they did
 - when their husbands spent a lot of time with them
 - when their husbands told them on a frequent basis they appreciated what they did
 - when their husbands were in the kitchen with them before and after dinner
- ANS: B PG: 44 SOURCE: New
7. Parents tend to require male children to perform ____ chores than female children.
- fewer
 - more
 - about the same number
 - more ambiguous
- ANS: A PG: 47 SOURCE: New
8. The stronger the religiosity of men:
- the more accepting they are of conformist roles of women
 - the more accepting they are of relativistic roles of women
 - the more traditional and sexist their view of women is
 - the more they expect religious behavior in women
- ANS: C PG: 48 SOURCE: New
9. Female dominated occupations:
- now include airline pilots, architects, and auto mechanics
 - are now just as likely as male dominated occupations to pay equally
 - are now backed up by gender laws that allow for equal pay
 - require less education and have lower status
- ANS: D PG: 48 SOURCE: New
10. Hip hop music is:
- associated with gender stereotypes such as men being portrayed as sex-driven
 - associated with gender stereotypes such as women being portrayed as equal sex partners
 - associated with liberal stereotypes such as an end to traditional gender roles
 - considered anti-gender
- ANS: A PG: 49 SOURCE: New
11. The country showing the greatest progress in closing the gender inequality gap is:
- Iceland
 - the U.S.
 - Pakistan
 - Chad
- ANS: A PG: 50 SOURCE: New

12. With regard to body satisfaction, women and men in China tend to:
- reflect the cultural norms of the U.S.
 - report great gender differences, with women showing more dissatisfaction
 - report great gender differences, with men showing more dissatisfaction
 - show no gender differences
- ANS: D PG: 54 SOURCE: New
13. The ____ term means that women are innocent creatures that should be protected/supported.
- laudatory sexism
 - matriarchal nurturance
 - benevolent sexism
 - patriarchal nurturance
- ANS: C PG: 54 SOURCE: New
14. The castration/sex reassignment experiment by John Money at Johns Hopkins showed that:
- cultural influences are primary in gender identity
 - biological wiring largely dictates gender identity
 - the interaction of biology and environment dictate gender identity
 - socialization by parents determines the gender identity of a child
- ANS: B PG: 41 SOURCE: Pickup
15. Which of the following is not a factor that reflects the parental investment of women?
- nine months gestation
 - taking care of dependent offspring
 - selecting high status men with economic resources
 - family of orientation
- ANS: D PG: 45 SOURCE: Pickup
16. Thomas Beatie, the pregnant man, is an example of:
- a transsexual female to male
 - a cross-dresser
 - a transsexual male to female
 - intersexed adult
- ANS: A PG: 42 SOURCE: Pickup
17. Divorce “redoes” gender, which means that often:
- men turn into absolutists
 - the genders become transitional and meet the definition of *gender crossover*
 - women turn into breadwinners and men turn into single parents
 - women turn into absolutists
- ANS: C PG: 43 SOURCE: Modified

18. “Bars are a good place to meet a potential partner” is a belief:
- a. held by undergraduate women more than undergraduate men
 - b. held by undergraduate men more than undergraduate women
 - c. held by both undergraduate women and men
 - d. held by neither undergraduate women nor men
- ANS: B PG: 43 SOURCE: Pickup
19. “Love is a more important factor than age and race in choosing a mate” is a belief:
- a. held by undergraduate women more than undergraduate men
 - b. held by undergraduate men more than undergraduate women
 - c. held by both undergraduate women and men
 - d. held by neither undergraduate women nor men
- ANS: A PG: 44 SOURCE: Pickup
20. At what age does a child view gender as permanent?
- a. very early (within the first year) since gender direction is innate
 - b. has not been determined
 - c. six to seven years old
 - d. just before adolescence
- ANS: C PG: 47 SOURCE: Modified
21. What is the most enduring of all relationships?
- a. the relationship with one’s parents
 - b. the relationship with one’s spouse
 - c. the relationship between two brothers
 - d. the relationship between two sisters
- ANS: D PG: 47 SOURCE: Pickup
22. African American families are stereotyped as being ____, but the more common pattern is that they are ____.
- a. matriarchal, egalitarian
 - b. extended, restricted
 - c. abusive, God fearing
 - d. overpopulated, expanding horizontally
- ANS: A PG: 47 SOURCE: Pickup
23. Which of the following is a member of the fastest growing segment of the U.S. population?
- a. African-American
 - b. Hispanic
 - c. Native-American
 - d. Alaskan

ANS: B PG: 47 SOURCE: Pickup

24. According to Freud, children acquire the characteristics and behaviors of their ____ parent through a process of ____.
- a. same-sex; repression
 - b. same-sex; identification
 - c. opposite-sex; repression
 - d. opposite-sex; identification

ANS: B PG: 46 SOURCE: Pickup

25. A father who punishes his sons for dressing like their mother reflects the ____ gender theory.
- a. social learning
 - b. cognitive-developmental
 - c. sociobiological
 - d. identification

ANS: A PG: 46 SOURCE: Pickup

26. Which of the following theories of gender role development emphasize that biological readiness influences how the child responds to gender cues in the environment?
- a. sociobiological
 - b. social learning
 - c. cognitive-developmental
 - d. identification

ANS: C PG: 46 SOURCE: Pickup

27. Religion influences gender roles in that religion promotes:
- a. a patriarchal system of dominance of men over women
 - b. a cooperative pattern of traditional equality in the male-female relationship
 - c. a matriarchal system modeled after the Mother of Jesus
 - d. progressive equality as God intended for men and women

ANS: A PG: 48 SOURCE: Modified

28. Four-year-old Mary tells her mother that she does not want her hair cut short because then she will be a boy, and she does not want to be a boy. We can conclude that Mary:
- a. is probably experiencing transgender issues
 - b. is gender aschematic
 - c. is probably afraid of her father
 - d. does not understand gender permanence

ANS: D PG: 47 SOURCE: Pickup

29. The fact that parents name their children Tom or Mary, dress them in pants or dresses, and hand out either blue or pink birth announcements reflects that the family is:
- a. a gendered institution
 - b. a sexist institution

Chapter 2

- c. an anachronistic institution
- d. an ahistorical institution

ANS: A PG: 47 SOURCE: Pickup

30. When ninth grade children watch “romantic” TV (e.g., soaps, Lifetime movies), they are:
- a. more likely to develop egalitarian gender role attitudes
 - b. more likely to develop traditional gender role attitudes
 - c. more likely to develop tolerance for transgender people
 - d. more likely to develop a blend of matriarchal and patriarchal attitudes

ANS: B PG: 49 SOURCE: Modified

31. Latino family gender role patterns are moving toward:
- a. gender equality and complementariness between the genders
 - b. matriarchy
 - c. a blend of matriarchy and patriarchy
 - d. they are not changing; they are entrenched in years of traditional patriarchal ideology

ANS: A PG: 50 SOURCE: Pickup

32. Caribbean women view ____ as the symbol of womanhood.
- a. marriage to a tall Caribbean man
 - b. motherhood
 - c. the role of grandmother
 - d. the ability to balance family and employment

ANS: B PG: 52 SOURCE: Pickup

33. According to Corra, et al., in an analysis of General Social Survey data over a 30 year period, ____ reported ____ marital satisfaction than ____.
- a. men; lower; women
 - b. women; higher; men
 - c. women; lower; men
 - d. none of the above: both men and women report about the same level of marital satisfaction over time

ANS: C PG: 55 SOURCE: Pickup

34. Women are more likely to contract an STD or HIV from a man than vice versa because:
- a. women have more sexual partners than men
 - b. women receive more bodily fluids from men during sexual intercourse than vice versa
 - c. women are more promiscuous after they have been drinking
 - d. the female condom does not work as well as the male condom

ANS: B PG: 54 SOURCE: Pickup

35. Female genital alteration in the United States is:
- a. of limited legal consequence
 - b. a federal crime
 - c. a misdemeanor
 - d. both a and c

Chapter 2

ANS: B PG: 56 SOURCE: Pickup

36. Viewing yourself as a woman or a man is a reflection of your:

- a. sex
- b. gender
- c. gender identity
- d. sex role

ANS: C PG: 41 SOURCE: Pickup

37. Gender dysphoria refers to which of the following?

- a. a condition in which one's gender identity does not match one's biological sex
- b. a condition in which a person has both male and female genitals
- c. a condition in which a person exaggerates his or her gender characteristics
- d. a condition in which a person exhibits both feminine and masculine personality traits

ANS: A PG: 41 SOURCE: Pickup

38. A wet nurse, sperm donor, and child bearer are examples of:

- a. sexual identity
- b. gender identity
- c. sex role
- d. both sexual identity and gender identity

ANS: C PG: 43 SOURCE: Pickup

39. Another term for intersexed is:

- a. transsexual
- b. middlesex
- c. cross-dresser
- d. transvestite

ANS: B PG: 39 SOURCE: Modified

40. The educational system in the United States perpetuates:

- a. egalitarian gender roles
- b. a blend of sexism and feminism
- c. traditional matriarchal gender roles
- d. traditional gender stereotypes

ANS: D PG: 49 SOURCE: Modified

41. When men occupy an occupational role, it tends to:

- a. lower the status of the role
- b. be discriminated against
- c. pay more
- d. pay less

ANS: C PG: 48-49 SOURCE: Pickup

42. Afghanistan women under the Taliban were said to have only two places to occupy:
- a. inside a burqa and in the kitchen
 - b. the extended family and the church
 - c. the church and the home
 - d. the husband's bed and the graveyard
- ANS: D PG: 51 SOURCE: Pickup
43. In which Caribbean country are fathers very involved with their children?
- a. Trinidad
 - b. Belize
 - c. Fathers are not involved with their children in any Caribbean country.
 - d. No research is available on this question.
- ANS: A PG: 52 SOURCE: New
44. Women show more concern than men for which of the following job characteristics?
- a. interpersonal relationships
 - b. pay
 - c. opportunity for advancement
 - d. status
- ANS: A PG: 53 SOURCE: Modified
45. Your textbook promotes which of the following views about gender?
- a. Women are restricted by traditional gender role expectations, but men are not.
 - b. Men are restricted by traditional gender role expectations, but women are not.
 - c. Both women and men are restricted by traditional gender role expectations.
 - d. Traditional gender role expectations are not restrictive for either women or men.
- ANS: C PG: 53, 56 SOURCE: Pickup
46. Ken likes to play football and cries at sad movies. He is:
- a. gender dysphoric
 - b. androgynous
 - c. gender neutral
 - d. transgendered
- ANS: B PG: 60 SOURCE: Pickup
47. A person who aspires to be characterized as an androgynous person wants to:
- a. have traits that are neither masculine nor feminine
 - b. end sexism and live in a world where women and men are equal
 - c. live in a world where there is no longer a sexual double standard
 - d. have a personality that reflects a blend of masculinity and femininity
- ANS: D PG: 60 SOURCE: Pickup

48. A person who has “transcended” gender roles is one who:
- a. can cry or be aggressive without regard to whether this is like a woman or man
 - b. treats both women and men equally
 - c. aspires to be androgynous
 - d. prefers to be called a transgendered person
- ANS: A PG: 60 SOURCE: Pickup
49. Which of the following has contributed to occupational sex segregation?
- a. gender dysphoria
 - b. traditional gender roles
 - c. modern, egalitarian gender role ideology
 - d. laws prohibiting discrimination on the basis of sex
- ANS: B PG: 48 SOURCE: Pickup
50. Which of the following people can be accused of being sexist?
- a. a person who treats both women and men equally
 - b. a woman who has been cheated on and calls all men “dogs”
 - c. a man who loves to go to “Hooters” and thinks women who work there are “easy”
 - d. both the woman who calls men “dogs” and the man who says women are “easy”
- ANS: D PG: 54 SOURCE: Pickup
51. Gender postmodernism calls for a new category (third sex) of people who:
- a. would be recognized as capable of many different identities
 - b. would be androgynous with social fluidity
 - c. would be transcendent in social roles, including transgendered
 - d. would no longer be dimorphic but androgynous and transcendent
- ANS: A PG: 61 SOURCE: Pickup
52. A dichotomous sex classification means that:
- a. heterosexuals and homosexuals are recognized and treated as equals
 - b. individuals are recognized as being primarily male or female
 - c. men and women have dual androgynous qualities
 - d. the sexes are born equal but sexism devalues and denigrates women
- ANS: B PG: 39 SOURCE: Pickup
53. Another term sometimes used for a female genital alteration is ____.
- a. genital alternative
 - b. clitoral circumcision
 - c. sex libido control
 - d. female sexual abuse
- ANS: B PG: 56 SOURCE: Pickup

54. “I am a male trapped in a female body” is a feeling expressed by:
a. a transsexual
b. a cross-dresser
c. a homosexual
d. an intersexed person
ANS: A PG: 42 SOURCE: Pickup
55. Women who have experienced female genital alteration (when compared to those who have not) are more likely to report:
a. pain during intercourse and loss of libido
b. an increase in libido
c. the absence of pain during intercourse
d. a sense of freedom in having sex with no contraceptive worries
ANS: A PG: 56 SOURCE: Modified
56. Reasons men are likely to have fewer friends than women include:
a. homophobia and competition with other men
b. the fear of losing status if the friend makes considerably more money
c. jealousy
d. none of the above: men and women tend to have an equal number of friends
ANS: A PG: 58 SOURCE: Modified
57. The point of Margaret Mead’s research on three tribes in New Guinea is that:
a. human beings are mostly the result of their genetic wiring
b. androgyny is more “natural” than either traditional or egalitarian roles
c. culture constructs gender in different ways
d. intersexuality is present in all cultures
ANS: C PG: 41 SOURCE: Pickup
58. Who studied gender roles in three New Guinea tribes?
a. Erica Jong
b. Carl Sagan
c. Margaret Mead
d. Alfred C. Kinsey
ANS: C PG: 41 SOURCE: Pickup
59. What law did the French pass in 2010 regarding the burqa?
a. France protected the right of Muslim women to wear the burqa in public.
b. France prohibited the wearing of clothing intended to hide the face in public.
c. France allowed the burqa on religious holidays only.
d. France allowed the burqa only on older women (over 65)
ANS: B PG: 51 SOURCE: New

60. A content analysis of music videos revealed all of the following except for showing:
- a. males as aggressive
 - b. females as subordinate
 - c. women as sexual objects
 - d. males as romantic

ANS: D PG: 49 SOURCE: New

61. Which of the following is not a prediction with regard to women in the future?
- a. Women will be less likely to use sperm donors to become mothers.
 - b. Women will be able to take care of themselves economically.
 - c. Women will require marriage for fulfillment less often.
 - d. Women will be more open to adopting children.

ANS: A PG: 61 SOURCE: New

True-False

1. Women are more likely than men to believe that love is more important than race and age in selecting a partner.
ANS: T PG: 44 SOURCE: Modified
2. People who identify as transsexual are individuals who may want to have surgery to alter their genitals so that they can become a member of the other sex.
ANS: T PG: 41-42 SOURCE: Modified
3. Increasingly, women are more likely to graduate from college than men.
ANS: T PG: 53 SOURCE: New
4. Hip hop music perpetuates gender role stereotypes.
ANS: T PG: 49 SOURCE: New
5. Men tend to see themselves as competitive, sarcastic, and sexual; and women concur.
ANS: T PG: 39 SOURCE: Pickup
6. Men tend to see women as moody and easily embarrassed.
ANS: T PG: 39 SOURCE: Modified
7. John Money of the Gender Identity Clinic at Johns Hopkins Medical School provided evidence that gender identity is learned rather than biologically programmed.
ANS: F PG: 41 SOURCE: Pickup

Chapter 2

8. Knowing that Maria and Jose attend church regularly, we might predict that their gender role ideology is traditional since gender roles are influenced by religion.
ANS: T PG: 48 SOURCE: Pickup
9. In spite of women having more equal pay and education, they still do more housework.
ANS: T PG: 42 SOURCE: New
10. Wives who do a lot of housework feel appreciated to the degree that their husbands spend time with them.
ANS: T PG: 44 SOURCE: New
11. Women are more likely to contract STIs and HIV from men than men are from women.
ANS: T PG: 54 SOURCE: New
12. Parents in some African countries encourage female genital cutting of their daughters because they feel it increases the chance that their daughters will find a man who will marry them.
ANS: T PG: 56 SOURCE: Pickup

Short Answer and Discussion

1. Differentiate between the terms sex, gender, gender role, gender role ideology and transgender.
PG: 39, 41-43
2. How does religion influence the development of traditional gender role beliefs/attitudes?
PG: 48
3. What are five examples of the ways in which traditional gender role socialization of women affects their relationships with men?
PG: 50
4. What are five examples of the ways in which traditional gender role socialization of men affects their relationships with women?
PG: 50
5. Differentiate between the terms cross-dresser and transsexual in terms of biological sex, sexual orientation, and most usual case.
PG: 41-42
6. Explain the notion that “biological sex may be viewed as existing on a continuum, rather than as two discrete categories (male and female).”
PG: 39

Chapter 2

7. Compare the biosocial and social learning theories of gender differences. What are the strengths and weaknesses of each theory?
PG: 45-46
8. Use the biosocial framework to explain why women tend to select high status men who are economically secure for marriage.
PG: 45-46
9. Criticize the biosocial framework suggesting that women seek men with economic resources.
PG: 46
10. What is the most profound change in gender roles in marriage in recent years?
PG: 61

Essay Questions

1. Discuss and give examples of the ways in which the various agents of socialization (e.g., family, religion etc.) influence the development of gender role attitudes and behaviors.
PG: 47-49
2. What are the characteristics of men who prefer to marry a traditional wife?
PG: 44-45
3. Use female genital alteration to discuss the degree to which individuals outside a culture can understand the definitions and role enactments within a culture.
PG: 56
4. Discuss how undergraduate women and men view each other.
PG: 39
5. Discuss changes in the future of women in regard to marriage and the family.
PG: 61