# Chapter 1: Introduction

Short-answer prompts:

1. Describe the interplanetary theory of gender.
2. Identify the key differences between biological determinism and differential socialization in the development of gender difference and inequality.
3. Explain the concepts of hegemonic masculinity and emphasized femininity.

Essay prompts:

1. Considering the rise in mass shootings, explain how they are related to the invisibility of masculinity and how this perpetuates gender inequality.
2. Explain the mean difference comparison and how this can be used to support either the nature or nurture argument.
3. What are deceptive distinctions? How does the mean difference comparison contribute to an experience of deceptive distinctions?

Multiple-choice questions:

1. What is the “interplanetary theory” of gender difference?

(a) The idea that gender is analogous to universal forms

(b) A theory that proposes that men and women are more similar to each other than they are to anything else in the universe

(c) A proposal that we should consider gender difference on planets other than the earth

\*(d) The widespread notion that men and women are so different from each other that we might as well have come from different planets

2. When it comes to gender, what is “biological determinism”?

(a) The Darwinian theory that men dominate because they have evolved to do so over time

\*(b) The theory that men and women are “hardwired” to be different

(c) The idea that our experience of gender depends on variable factors such as hormones, which determine how “gendered” we are

(d) The theory that the way cultures express gender actually changes biological components of gender, such as musculature

3. When it comes to gender, what is “differential socialization”?

\*(a) The theory that men and women are different because we have been taught to be different

(b) The idea that we can distinguish between men and women by looking at the way each group socializes

(c) The theory that what you teach a child about gender has no effect on the child’s eventual experience of gender

(d) The notion that each human actually has multiple genders, which come out depending on the social situation

4. What is the difference between “sex” and “gender”?

(a) “Gender” refers to physiological differences between men and women; “sex” refers to differences that various cultures attach to physiological sexual differences.

(b) “Gender” is about thought; “sex” is about emotion.

\*(c) “Sex” refers to physiological differences between men and women; “gender” refers to differences that various cultures attach to physiological sexual differences.

(d) They are essentially the same thing.

5. What do the nature and nurture sides of the gender debate have in common?

\*(a) They both consider gender difference to be irreversible.

(b) They both see gender difference as greater than differences among women or among men.

(c) They both assume that gender domination is the inevitable outcome of gender difference.

(d) All of the above

(e) a and c

6. What does the author mean when he says that “men are invisible”?

\*(a) We rarely consider gender when we study men; gender only comes into discussion when we study women.

(b) Men are also oppressed; the women’s movement has suppressed this fact, which is further evidence of men’s oppression.

(c) Men frequently commit violent crimes and get away with it.

(d) Men have a seldom-noted psychological propensity for insecurity because of the pressures of patriarchal culture.

7. What is “the privilege of invisibility”?

(a) A theory that states that oppressed people do not acknowledge that their oppression actually affords them the advantage of having a “low profile”

(b) The idea that people in majority identities cannot get recognition for their identities

\*(c) The way in which people in majority identities can consider themselves generic and universally generalizable and not acknowledge their privileged position, while also assuming others have the same opportunities and rights as they do

(d) The way in which people in minority identities endure a lack of representation in the media

8. What is one example of the national debate about masculinity that Kimmel believes we are having?

\*(a) The crisis of young men and violence, which is generally discussed as a problem of “youth”

(b) The overturning of male newscasters in favor of female ones

(c) The appearance of men’s studies courses in universities

(d) The increased discussion in the media of men’s responsibilities with regard to birth control

9. Why is it useful to speak of “masculinities” and “femininities” in the plural?

(a) Because we are never speaking about just one individual, but rather about groups of people

(b) Because gender is plural, whereas sex is singular

(c) Because we cannot know in advance how many genders we are speaking of

\*(d) Because this allows us to acknowledge that masculinity and femininity mean different things to different groups of people at different times

10. What does the “hegemonic” definition of masculinity refer to?

(a) The definition of masculinity that Marx refers to in the *Communist Manifesto*

(b) The idea that masculinity is defined not by ideological forces but rather by the individual

\*(c) The idea that there is one ideal way to be male in our culture and all other versions fail

(d) The definition of masculinity that Kimmel believes is the correct definition

11. What is “emphasized femininity”?

(a) The parody of femininity most often associated with drag performance

(b) The feminist theory that femininity is an essence of the self and should therefore be accentuated

\*(c) The ideal of femininity that requires women to orient themselves to serve men

(d) The ideal of femininity that requires women to be assertive and independent

12. What is the “law of the excluded middle”?

(a) The idea that we should only consider gender binaries as causative factors in behavior and should disregard evidence that appears to fall outside the binaries

\*(b) The notion that there is a realm between gender binaries into which most men’s and women’s behaviors and capacities fall

(c) The argument that exclusion is just as severe a form of oppression as other forms and can result in considerable retaliation

(d) The rule of statistics that states that 40–50% of data are of no use

13. What evidence suggests that men are not naturally better at math than women?

\*(a) The research that proves that it is our experience, not our gender, that predicts how we will handle our retirement investments

(b) The historical survey that suggests that many of the great mathematicians in history were women

(c) The study that finds evidence that when five-year-olds are taught math by female teachers, they actually learn more quickly

(d) The research that shows that when put in situations of stress, men and women perform equally well (or equally poorly) at simple arithmetic

14. What are “mean differences” with respect to gender?

(a) Differences in the average scores among men and among women, rather than between them

\*(b) Differences in the average scores obtained by women and men

(c) Differences that are universal and fully predictable

(d) Differences that are unpleasant to consider and that are eventually proved to be fallacious

15. What does it mean to say we live in a gendered society?

\*(a) The organizations of our society have evolved in ways that reproduce both the differences between women and men and the domination of men over women.

(b) Civic structures are particularly formed by veneration of phallic shapes; this has an insidious unconscious effect on men and women alike, which perpetuates patriarchal oppressions.

(c) Most institutions in our culture are structured to appeal to men or women, but rarely to both sexes.

(d) It is inevitable that culture will be formed along lines of gender difference; however, this does not have to mean domination of men over women.

16. The interplanetary theory of gender difference is just another way of explaining what universal phenomenon?

(a) The biological and anatomical differences between men and women

\*(b) The expression of gender inequality between men and women

(c) The differences in brain chemistry between men and women

(d) How all of the above are linked into the planetary-like system of gender

17. Although there are differences among societies regarding the type of gender differences, the levels of gender inequality, and the amount of violence, nearly every society known to us reifies:

\*(a) Male dominance

(b) Male cognizance

(c) Male accordance

(d) Male happenstance

18. Although we often argue “nature versus nurture,” what do both schools of thought have in common?

(a) Both see gender as immutable and constant.

(b) Both see gender as a process, developed over time.

(c) Both see men and women as more similar than different.

\*(d) Both see men and women as markedly different.

19. Instead of heading toward a place of genderless androgyny, the author of this text argues that when we eliminate gender inequality, we will see that men and women are different on the basis of:

\*(a) Axes of inequality, such as race, class, and sexuality (among others)

(b) Neoliberal corporate hierarchies

(c) Governmental totalitarian regulations

(d) Axes of inequality, such as sexed anatomy, brain chemistry, and hormones

20. Over the past 30 years, feminist scholars have focused their attention mostly on:

(a) The second-wave issues of work and labor inequality

\*(b) The omissions, distortions, and trivializations of women’s experiences.

(c) The concept of male privilege and masculine fragility.

(d) The ways in which men have been absent from gender studies.

21. Because privilege is often invisible to those who have it—and because there are many ways in which we have (or don’t have) privilege—people with privilege often feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when confronted with it.

(a) Fearful or anxious

\*(b) Defensive or angry

(c) Confused or puzzled

(d) All of the above

22. One clear example that male privilege exists in most societies is that:

(a) Men are valued more highly and given more power

(b) Masculinity is seen as more objective and unbiased than femininity

(c) The standards for humanity are modeled after men

\*(d) All of the above

23. When it comes to gender in U.S. society:

(a) There is only one masculinity; one way to be a “real man.”

\*(b) There are multiple ways to be masculine (e.g. masculinities), but there is a hegemonic standard to live up to.

(c) There are multiple ways to be masculine (e.g. masculinities); and no one way is deemed better than the others.

(d) None of the above describe gender in the U.S. today.

24. One thing that hegemonic masculinity and emphasized femininity have in common is that they both:

(a) Require men and women to be strong, stoic, and fearless

(b) Require men and women to be soft, caring, and thoughtful

\*(c) Are constructed around gender inequality and a gender hierarchy

(d) Are constructed culturally and variable by race, class, and age (among others)

25. Despite dominant standards for masculinity and femininity, most men and women:

(a) Make conscious decisions about how to act

(b) Fight back against the gender binary system

(c) Tend toward an extreme version of gender

\*(d) Fall somewhere in the middle of the two

26. Research on differences between men and women have found, in relation to gender socialization, that:

(a) Men and women are distinctly different; you can’t teach them how to be good at things the other gender is good at.

(b) Men and women are more similar than not; teaching won’t make a difference.

\*(c) Men and women are distinctly different, precisely because we teach them to be.

(d) Men and women are more similar than not, precisely because we teach them to be.

27. Whether we are talking about average rates of anger, ability to nurture, levels of intelligence, or even strength, men and women:

\*(a) On average overlap more than they do not; in other words, there are extremes on either end, but most people are, on average, the same regardless of gender

(b) On average are opposite of one another; that is, on average, there are more men on the hypermasculine side of the curve and more women on the hyperfeminine side of the curve

(c) On average are exactly the same; that is, there are no differences, biological or otherwise, between men and women

(d) There is too much variation in the research to know conclusively.

28. When thinking about gender in society, it’s important to recognize that gender is not simply something that individual people possess; it is also:

(a) Woven into our social institutions—work, family, and media, among others

(b) Reinforced daily by all of our social institutions

\*(c) a and b

(d) None of the above; gender is complex but individually experienced

29. What is the “double bind” of gender and femininity?

(a) The assumption of gender similarity alongside the assumption of institutional gender bias

(b) The assumption of gender difference alongside the assumption of institutional gender bias

(c) The assumption of gender similarity alongside the assumptions of institutional gender neutrality

\*(d) The assumption of gender difference alongside the assumption of institutional gender neutrality

30. Though the differences between us are not as great as we assume, they become­ ­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as they are reinforced in our social interactions and through our social institutions.

\*(a) Important and magnified

(b) Overemphasized and critically biased

(c) Toxic and fragile

(d) Sites of negotiation