

Test Bank

Chapter 2: Communicating Identities

Multiple Choice

2.1. If a professor treats students with respect during classes, the students may view themselves as more valuable and mature. This is an example of how communication interactions create and shape

- a. identities.
- b. age.
- c. religion.
- d. ethnicity.

Answer: a

Chapter: 02

Module: 2.1

Learning Objective: LO 2.1 Identify six reasons identity is important to communication.

Topic: The Importance of Identity

Difficulty: Moderate

Skill: Apply What You Know

2.2. A high schooler would be focusing on her collective identity by

- a. improving her athletic skills in the off-season.
- b. trying out for the lead in the school play.
- c. explaining why a club she is in is different from a club she is not in.
- d. dying her hair and buying new clothes to emphasize her uniqueness.

Answer: c

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Define *identity*.

Topic: What Is Identity?

Difficulty: Moderate

Skill: Apply What You Know

2.3. Compared to primary identities, secondary identities are more

- a. consistent.
- b. enduring.
- c. organic.
- d. fluid.

Answer: d

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Define *identity*.

Topic: What Is Identity?

Difficulty: Easy

Skill: Remember the Facts

2.4. The idea that people's self-images are shaped by the ways others view them is called

- a. social comparison.
- b. particular others.
- c. reflected appraisals.
- d. reference groups.

Answer: c

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Easy

Skill: Remember the Facts

2.5. Matt's rugby coach told him that he should try out for a travel team because his skill set is much better than that of his current teammates. Matt now has more confidence than before and sees himself as a great rugby player because of this feedback from a

- a. central person.
- b. decentralized source.
- c. particular other.
- d. generalized other.

Answer: c

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Moderate

Skill: Apply What You Know

2.6. Based upon information gathered from television and movies, one might assume that coming from a same-sex-parented home is not common. One's identity may be influenced by these sources, which are referred to as

- a. central persons.
- b. decentralized authority.
- c. particular others.
- d. generalized others.

Answer: d

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Moderate

Skill: Understand the Concepts

2.7. The idea that many people would be happier working as the highest-paid employee at a small company than they would be as the lowest-paid employee at a huge corporation is an example of the way which of the following can influence identities?

- a. the generalized other
- b. social comparisons
- c. self-fulfilling prophecies
- d. significant experiences

Answer: b

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Moderate

Skill: Understand the Concepts

2.8. Treating others, and expecting to be treated, with dignity is referred to as

- a. self-esteem.
- b. self-presentation.
- c. self-concept.
- d. self-respect.

Answer: d

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Easy

Skill: Remember the Facts

2.9. Jose is assigned to coach a Little League team that finished in last place during the prior season. He has heard many parents talk about the lack of skill on the team. Sure enough, the team finished in last place again. This outcome was more likely according to what concept?

- a. the self-fulfilling prophecy
- b. performing identities
- c. the self-esteem perspective
- d. the generalized other perspective

Answer: a

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Moderate

Skill: Apply What You Know

2.10. The fairly stable perceptions we have of ourselves are referred to as

- a. self-esteem.
- b. self-concept.
- c. social comparison.
- d. self-fulfilling prophecy.

Answer: b

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Easy

Skill: Remember the Facts

2.11. The feedback you receive can sometimes be inaccurate because others don't want to hurt your feelings. This feedback influences which component of your self-concept to be inconsistent with how others see you?

- a. self-esteem
- b. self-appraisal
- c. self-respect
- d. self-presentation

Answer: a

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Moderate

Skill: Understand the Concepts

2.12. Chelsea was pulled over by a police officer for speeding. During their interactions, Chelsea was extremely polite, maintaining steady eye contact the entire time the police officer questioned her and gave her a ticket. They both acted this way due to their

- a. mutable identities.
- b. role expectations.
- c. stereotype threats.
- d. looking-glass selves.

Answer: b

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Moderate

Skill: Apply What You Know

2.13. Barbara is not pleased that her son Steven has not moved out of the house yet at thirty years of age and still expects her to do his laundry, dishes, and cleaning. Barbara's belief that his identity should have changed as he grew up demonstrates the concept that identities are

- a. enacted.
- b. static.
- c. performed.
- d. mutable.

Answer: d

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Moderate

Skill: Apply What You Know

2.14. The categories *Asian American*, *African American*, and *white* are examples of

- a. racial identities.
- b. national identities.
- c. social classes.
- d. religious groups.

Answer: a

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Easy

Skill: Understand the Concepts

2.15. Kevin's parents immigrated to the United States from Ethiopia before he was born, so he is a U.S. citizen. However, he feels close ties to his family's past and speaks both English and Amharic. Which of the following describes his national identity?

- a. He has an Ethiopian heritage.
- b. He is an American.
- c. He speaks English.
- d. He speaks Amharic.

Answer: b

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Moderate

Skill: Apply What You Know

2.16. Racial identity is based on what kind of groups?

- a. social
- b. genetic
- c. religious
- d. biological

Answer: a

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Moderate

Skill: Understand the Concepts

2.17. With ancestors from France, Tony is proud of his French identity even though he is an American citizen. His feelings about France are an example of what kind of identity?

- a. racial
- b. national
- c. ethnic
- d. social class

Answer: c

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Moderate

Skill: Apply What You Know

2.18. A little girl is handed a doll and told to play inside the house while a little boy is sent outside with a ball. This differentiation is prescribed by

- a. gender.
- b. sex.
- c. age identity.
- d. sexual identity.

Answer: a

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Moderate

Skill: Understand the Concepts

2.19. When we categorize someone as “male” or “female” based on genetics, we are describing the person’s

- a. gender identity.
- b. biological sex.
- c. sexual orientation.
- d. behaviors.

Answer: b

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Easy

Skill: Remember the Facts

2.20. An individual whose gender identity does not match their biological sex is labeled as

- a. cisgender.
- b. gender fluid.
- c. transgender.
- d. intersexual.

Answer: c

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Easy

Skill: Remember the Facts

2.21. Where a person lives, the income they earn, and their educational achievements are what part of their identity?

- a. religious
- b. social class

- c. sexuality
- d. nationality

Answer: b

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Easy

Skill: Remember the Facts

2.22. Sexual identity refers to the

- a. construction of masculinity and femininity .
- b. categories of sexuality one identifies with.
- c. biological sex of a person at birth.
- d. categories of cisgender or transgender.

Answer: b

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Easy

Skill: Remember the Facts

2.23. Examples of denigrative language used against a person based on their identity include which of the following?

- a. a taxi driver cursing at a fellow driver in the midst of a traffic jam
- b. a teacher telling a student's parents about the student's poor behavior in her class
- c. a customer complaining to the wait staff about the hair she found in her soup
- d. a boy teasing a girl about her short hair and jeans on the playground

Answer: d

Chapter: 02

Module: 2.5

Learning Objective: LO 2.5 Discuss three ethical considerations for communicating in a sensitive manner to and about others' identities.

Topic: Ethics and Identity

Difficulty: Moderate

Skill: Apply What You Know

2.24. Which of the following is an example of reducing a person to a single identity category?

- a. helping a blind individual across the street
- b. thanking a police officer for helping keep a town safe
- c. assuming someone can't be a productive worker because they are also a parent
- d. asking an individual from a foreign country about their time in America

Answer: c

Chapter: 02

Module: 2.5

Learning Objective: LO 2.5 Discuss three ethical considerations for communicating in a sensitive manner to and about others' identities.

Topic: Ethics and Identity

Difficulty: Moderate

Skill: Apply What You Know

2.25. Which of the following is an effective guideline for communicating about identities?

- a. If you have not spoken to someone in a few years, assume that their identity has not changed over the span of time.
- b. It is safe to assume that there is one way to perform a particular identity, so you should communicate as such.
- c. You should be aware of how you communicate to someone because it can create self-fulfilling prophecies.
- d. You should not worry about how you talk about or to someone because it will not affect how that person performs their identity.

Answer: c

Chapter: 02

Module: 2.6

Learning Objective: LO 2.6 Explain three ways to communicate more effectively about identities.

Topic: Skills for Communicating about Identities

Difficulty: Moderate

Skill: Understand the Concepts

True/False

2.26. People's identities can change over time.

Answer: True

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Define *identity*.

Topic: What is Identity?

Difficulty: Easy

Skill: Remember the Facts

2.27. Being a golfer can be a part of a person's individual identity.

Answer: True

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Define *identity*.

Topic: What Is Identity?

Difficulty: Moderate

Skill: Understand the Concepts

2.28. Self-esteem is fixed and does not alter over time.

Answer: False

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Easy

Skill: Remember the Facts

2.29. National identity refers to a person's citizenship, even though most of us have not actively chosen our national identity.

Answer: True

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Easy

Skill: Remember the Facts

2.30. Age identity is a concept that is determined by both self-perception and cultural factors.

Answer: True

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Moderate

Skill: Understand the Concepts

2.31. Social class identity tends to reproduce itself, meaning that the social class you are born into is often the one that you remain in for the duration of your life.

Answer: True

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Easy

Skill: Remember the Facts

2.32. Disability identity is performed.

Answer: True

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Easy

Skill: Remember the Facts

2.33. Your religious identity is important for you only within your family and does not matter in the public sphere.

Answer: False

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Easy

Skill: Remember the Facts

2.34. People are less likely to communicate ethically if they believe each person is a complex of identities.

Answer: False

Chapter: 02

Module: 2.5

Learning Objective: LO 2.5 Discuss three ethical considerations for communicating in a sensitive manner to and about others' identities.

Topic: Ethics and Identity

Difficulty: Easy

Skill: Remember the Facts

2.35. There is one correct way to perform each particular identity.

Answer: False

Chapter: 02

Module: 2.6

Learning Objective: LO 2.6 Explain three ways to communicate more effectively about identities.

Topic: Skills for Communicating about Identities

Difficulty: Easy

Skill: Remember the Facts

Fill-in-the-Blank

2.36. A person's identity is composed of _____ and social categories they identify with, as well as the categories that others identify with that person.

Answer: individual

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Define *identity*.

Topic: What Is Identity?

Difficulty: Easy

Skill: Remember the Facts

2.37. As part of your self-concept, self-_____ describes how you evaluate yourself overall.

Answer: esteem

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Easy

Skill: Remember the Facts

2.38. Armando notices that his mother never seems happy when he's around, thus generating the idea that he makes her unhappy. This reflected appraisal influences his _____ self.

Answer: looking-glass

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Moderate

Skill: Apply What You Know

2.39. _____ threat is the process in which reminding individuals of expectations regarding important identities can impact their performance.

Answer: Stereotype

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Easy

Skill: Remember the Facts

2.40. Influencing others' impressions by creating an image that is consistent with one's personal identity is referred to as self-_____.

Answer: presentation

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Easy

Skill: Remember the Facts

2.41. The 2011 census in the United Kingdom re-positioned the “Chinese” category from where it was in the 2001 census. This shows how _____ identity is socially constructed.

Answer: racial

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Moderate

Skill: Understand the Concepts

2.42. One’s _____ identity refers to how and to what extent one identifies with the social construction of masculinity and femininity.

Answer: gender

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Easy

Skill: Remember the Facts

2.43. Many Americans believe that people fail or succeed based on their merit; this is a main reason why many avoid discussing issues of _____ class identities.

Answer: social

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Moderate

Skill: Understand the Concepts

2.44. _____ identity is often defined as having an impairment of some kind.

Answer: Disability

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Easy

Skill: Remember the Facts

2.45. Identification with a particular group with which one shares national or tribal affiliation, language, and/or cultural traditions is known as _____ identity.

Answer: ethnic

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Easy

Skill: Remember the Facts

Essay

2.46. Define four essential characteristics that make up identity.

Answer: The first characteristic is that identities exist at the individual and the societal levels. For example, if a person is an athlete and is thinking about how they are different and unique from others who are not athletic, then they are focusing on part of their individual identity. If

the person is focusing on how their sports team is different and unique from other sports teams, then the person is focusing on their social identity. A second important aspect of identity is that it is both fixed and dynamic. Certain aspects of people's identities change over time. For instance, a person may be born male, but he grows from an infant to a boy, teenager, young man, middle-aged man, and old man, and the meanings of his male identity change over this time. What it means to be male, individually and socially, alters as he ages. A third characteristic of identity is that individual and social identities are created through interaction with others. For example, people who travel abroad and then return home may experience stress, but they also experience growth and change. A fourth consideration is that identities need to be understood in relation to historical, social, and cultural environments. For instance, throughout history, we have varied notions of what it means to be female.

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Define *identity*.

Topic: What Is Identity?

Difficulty: Moderate

Skill: Understand the Concepts

2.47. Describe how others can influence a person's identity development through reflected appraisals.

Answer: A primary influence on identity development is a communication process called reflected appraisals. The term describes the idea that people's self-images arise primarily from the ways that others view them and from the many messages they have received from others about who they are. The reflected appraisal process is repeated with family, friends, teachers, acquaintances, and strangers as the individual grows. If, as a child, you heard your parents tell their friends that you were gifted, your teachers praised your classroom performance, and acquaintances commented on how verbal you were, you probably came to see yourself those ways. However, if family, friends, and acquaintances commented on how you couldn't "carry a tune in a bucket" and held their ears when you sang, then over time you likely came to view yourself as someone who couldn't sing. Interaction with two types of "others" influences this process of identity development. Particular others, specifically, are the important people in someone's life whose opinions and behavior influence the various aspects of their identity. Parents, caregivers, siblings, and close friends are obvious particular others who influence identity. Your sense of self is also influenced by the generalized other, or the collection of roles, rules, norms, beliefs, and attitudes endorsed by the community in which you live. For example, if you notice that your family, friends, and strangers comment on people's appearances and that the media associates certain characteristics with attractiveness, then you develop a view of your own attractiveness.

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Clarify how reflected appraisals, social comparisons, self-fulfilling prophecies, and self-concept contribute to identity development.

Topic: The Individual and Identity

Difficulty: Moderate

Skill: Understand the Concepts

2.48. Define religious identity. Discuss some of the reasons why religious identity is important to study even though religious identification continues to decline.

Answer: Religious identity is defined by one's spiritual beliefs. Most researchers and writers agree that religion is complex, is powerful, and is a source of conflict. Although people may believe that their religious identities are part of their private lives and irrelevant outside their families, this is not true. For example, in the aftermath of the 2001 September 11 attacks, Muslim identity has been viewed with suspicion. Religious identity also takes on public significance because it correlates with various political views and attitudes. However one responds to other people's religious beliefs, most U.S. Americans feel a strong need to embrace and enact personal religious identities. In 2000, for example, 46 percent of U.S. Americans belonged to religious groups, and approximately 40 percent of U.S. Americans claimed to attend religious services regularly.

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify examples of racial, national, ethnic, gender, sexual, age, social class, disability, and religious identities.

Topic: The Individual, Identity, and Society

Difficulty: Moderate

Skill: Understand the Concepts

2.49. Identify three ethical considerations for communicating about identities, providing an example of each.

Answer: One issue to consider is how you communicate with people whose identities are more, or less, valued. For example, you should not communicate with more respect to your boss than to those who you manage. A second issue to consider is how language that denigrates or puts down others based on their identities can debase a person's humanity and shut down open communication. For example, you should not disrespect or harass individuals that are a different

race or sexual orientation from you. A third issue to consider is whether you tend to reduce others to a single identity category. Each person is a complex of identities and should be communicated to as such. For example, you should not assume a parent to small children cannot also be a CEO.

Chapter: 02

Module: 2.5

Learning Objective: LO 2.5 Discuss three ethical considerations for communicating in a sensitive manner to and about others' identities.

Topic: Ethics and Identity

Difficulty: Moderate

Skill: Apply What You Know

2.50. Describe three guidelines for communicating effectively about identities. Provide an example of how each can be implemented.

Answer: The first guideline is to be aware of the ways you create self-fulfilling prophecies through your own communication. For example, you should not constantly discourage employees for doing poor work and never praise them for good work, or else the employee may stop trying to do well. The second guideline is to be tolerant of the many variations of how to perform a particular identity. For example, you should avoid stereotypes and not assume that all women like baking and dislike sports. The third guideline is to remember that people change over time. For example, if you knew someone in grade school who was Catholic, you should not assume that they retained that religion when you see them again at your high school reunion.

Chapter: 02

Module: 2.6

Learning Objective: LO 2.6 Explain three ways to communicate more effectively about identities.

Topic: Skills for Communicating about Identities

Difficulty: Moderate

Skill: Apply What You Know