

LEARNING OBJECTIVES

- 1.1 A Feminist Psychology for Modern Girls and Women
 - 1.1a. Define feminist psychology and explain how it applies to oppression.
 - 1.1b. Differentiate between feminist psychology and general psychology.
 - 1.1c. List some of the social and current events that feminist psychology addresses.
 - 1.1d. Hypothesize how feminist psychology could be applied to an issue faced by college students, such as sexual violence on campus, coming out as LGBTQ, or another issue of your choice.
 - 1.1e. Evaluate how the concept of the “half-changed world” applies to feminist psychology.
 - 1.1f. Recognize the existing problems faced by girls and women despite the progress made by feminism.
- 1.2 Feminism: Riding the Waves
 - 1.2a. Identify the four “waves” of feminism and list one event from each wave.
 - 1.2b. Illustrate how one “wave” and its associated events currently impact your life as a feminist psychology student.
 - 1.2c. Recognize oppression and how it manifests for the individual woman based on unique intersectional identities.
- 1.3 The F-Word
 - 1.3a. List and describe the seven major perspectives of feminism
 - 1.3b. Differentiate between the branches of feminism.
 - 1.3c. Summarize the perspective of feminism that appeals to you most and explain why this perspective applies to your personal ethics as a feminist psychologist.
 - 1.3d. Evaluate the weaknesses of one perspective of feminism. Hypothesize how this perspective could be revised to be more applicable to your studies and daily life.
- 1.4 I’m Not a Feminist, But...
 - 1.4a. Justify the relevance of feminist psychology despite the emergence of post-feminism.
 - 1.4b. Propose some of the consequences of post-feminism and not identifying as a feminist.
- 1.5 Who Is a Feminist?
 - 1.5a. Identify why a member of certain social groups or minorities may be reluctant to identify as a feminist.
 - 1.5b. Assess why womanism is a more relevant perspective of feminism for some women of color.
 - 1.5c. Illustrate some of the benefits and consequences of feminist identification. Consider the impact that feminist identification has on minority or disenfranchised populations.
- 1.6 Feminism Comes to Psychology
 - 1.6a. Restate some of the experiences of women in psychology from the late 19th century through the mid-20th century.
 - 1.6b. Identify three factors that contributed to and signaled the formation of the psychology of women.
 - 1.6c. Assess how feminists have challenged the production and interpretation of knowledge, including how feminist epistemologies inform the practice of psychology.
- 1.7 Understanding Research Methods
 - 1.7a. List some of the elements of the research process needed to accurately critique research on the psychology of women and gender.
 - 1.7b. Describe the key differences between experimental and correlational design. Provide one example of each.
- 1.8 Identifying Sex/Gender Bias in Research
 - 1.8a. Summarize how your own identities could potentially contribute to bias in sex and gender research.
 - 1.8b. Propose a research question that minimizes bias based on feminist principles addressed in this chapter. Justify how your research question addresses potential bias.

MULTIPLE CHOICE

1. Psychology of women is most accurately described as a subfield of psychology that focuses
 - a. explicitly on the tenets of feminism.
 - b. on the lives of girls and women, with the inclusion of political and social movements.
 - c. on biological determinism and the differences between women and men.
 - d. on the downturn faced by female adolescents as they become more susceptible to eating disorders and social stereotypes.

ANS: B

DIF: Medium

REF: 1.1 A Feminist Psychology for Modern Girls and Women

OBJ: 1.1b

MSC: Understanding

2. Feminism, according to bell hooks, is described as
 - a. a womanist/women of color approach to feminism.
 - b. being accessible to everyone.
 - c. unnecessary after the third and fourth wave of feminism.
 - d. a movement to end sexism, sexist exploitation, and oppression.

ANS: D

DIF: Easy

REF: 1.1 A Feminist Psychology for Modern Girls and Women

OBJ: 1.1a

MSC: Remembering

3. In terms of its values and overall perspective, feminist psychology is
 - a. individual and non-interdisciplinary.
 - b. objective and value-neutral.
 - c. explicit and transparent.
 - d. unnecessary and dated.

ANS: C

DIF: Easy

REF: 1.1 A Feminist Psychology for Modern Girls and Women

OBJ: 1.1a

MSC: Understanding

4. Patricia has cerebral palsy, a type of physical disability. She is more likely to face degradation due to her economic and social realities, including poverty, lack of access to accessible housing, and a lack of opportunities in the workplace despite educational attainment. She is also more likely to be physically or sexually mistreated by a partner. This scenario is an example of
 - a. systemic racism.
 - b. oppression.
 - c. the personal is political.
 - d. the half-changed world.

ANS: B

DIF: Medium

REF: 1.1 A Feminist Psychology for Modern Girls and Women

OBJ: 1.1a

MSC: Applying

5. Emma Watson's 2014 #heforshe campaign addressed underlying social issues around gender by asking men to consider which of the following?
 - a. how gender stereotypes are harmful for both men and women
 - b. the positive aspects of toxic masculinity
 - c. that some boys and men are not ready to redefine masculinity and gender roles
 - d. how to create a more female-positive presence on social media sites, such as Twitter

ANS: A

DIF: Easy

REF: 1.1 A Feminist Psychology for Modern Girls and Women

OBJ: 1.1c MSC: Remembering

6. According to Orenstein's (2000) concept of the "half-changed world," it is important to do which of the following?
- accept all strides toward gender equality without question
 - consider the progress that has already been made within feminism and the psychology of women
 - examine who benefits from feminist gains and if these gains actually provide equality
 - consider that the world will never be perfect and accept that equality is impossible for all women to achieve

ANS: C DIF: Medium

REF: 1.1 A Feminist Psychology for Modern Girls and Women

OBJ: 1.1e MSC: Understanding

7. Which of the following statistics are NOT true?
- Women are the fastest growing group who are incarcerated and are more likely to be mothers, women of color, poor, and survivors of violence.
 - Sixty-one percent of murder victims in the LGBTQ population are transgender women of color.
 - The prevalence of eating disorders has been increasing since the 1950s.
 - Women would rather be described as fat than mean or stupid.
 - In the United States, women receive 50% of pay in comparison to men, and are likely to have their wages increase across occupations as they age and become less vulnerable to poverty.
- C
 - D
 - E
 - Both D and E

ANS: D DIF: Easy

REF: 1.1 A Feminist Psychology for Modern Girls and Women

OBJ: 1.1f MSC: Remembering

8. Within the LGBTQ population, who is the most vulnerable to murder, hate crimes, police violence, discrimination, threats, and intimidation?
- lesbians of color
 - gay men of color
 - transgender women of color
 - bisexual women of color

ANS: C DIF: Easy

REF: 1.1 A Feminist Psychology for Modern Girls and Women

OBJ: 1.1a MSC: Remembering

9. This chapter notes that the well-being of girls and women is still at risk in part because
- societal bias and sexism are blatant and direct, making them easier to identify.
 - employers may still ask female job applicants questions about marital status, and women aren't allowed to file sexual harassment lawsuits.
 - women are compensated with high-profile recognition and financial bonuses for every hour they work.
 - women are often asked to do non-paid labor or menial tasks such as organizing meetings, serving as note-taker, and planning office parties unlike their male peers.

ANS: D DIF: Easy

REF: 1.1 A Feminist Psychology for Modern Girls and Women

OBJ: 1.1a MSC: Understanding

10. Which of the following is NOT an example of the problematic nature of the term “empowerment” as applied to the lives of girls and women?
- Empowerment tends to focus on the individual accomplishments of women in male dominated spheres without examining substantial and larger socio-cultural change.
 - Female empowerment often focuses on ways of selling products and brands (e.g., the Spice Girls proclaiming “girl power” by achieving fame, wearing fashionable clothing, doing their nails, and maintaining stereotypical ideals of women’s body shape, size, and appearance).
 - Empowerment can be used to focus on large-scale change and examine accomplishments within and among diverse groups of women.
 - Empowerment generates a strong response that feels empowering, but doesn’t offer any actual solutions for achieving empowerment.

ANS: C

DIF: Medium

REF: 1.1 A Feminist Psychology for Modern Girls and Women

OBJ: 1.1c

MSC: Analyzing

11. Which of the following describes a study grounded in principles of feminist psychology?
- A qualitative study on conditions as girls and women reach different points in the lifespan.
 - A quantitative study on workplace conditions and industrial/organizational dynamics.
 - A quantitative study on men, body image, and sports culture.
 - A qualitative study focused on cultural and social factors that contribute to the development of eating disorders and culturally appropriate interventions.

ANS: D

DIF: Medium

REF: 1.1 A Feminist Psychology for Modern Girls and Women

OBJ: 1.1b

MSC: Applying

12. The following events are noteworthy features of which wave of feminism: The Seneca Falls Convention, the emphasis on women gaining the right to vote, and Sojourner Truth’s “Ain’t I a Woman?” address, which critiqued how Black women were not protected with basic human rights, including freedom from physical and emotional pain and abuse?
- the first wave
 - the second wave
 - the third wave
 - the fourth wave

ANS: A

DIF: Medium

REF: 1.2 Feminism: Riding the Waves

OBJ: 1.2a

MSC: Remembering

13. Which of the following is true regarding the Redstockings protest of the 1968 and 1969 Miss America pageants?
- It involved feminists setting their bras and other artifacts of oppression on fire.
 - It was a symbolic protest of items of oppression including bras, cosmetics, and high heels.
 - It correctly identified the characteristics associated with separatist, lesbian feminism.
 - It eliminated oppressive aspects of the pageant through a sit-in.

ANS: B

DIF: Easy

REF: 1.2 Feminism: Riding the Waves

OBJ: 1.2a

MSC: Understanding

14. The term _____ refers to the idea that no woman is just a woman. She also has a variety of other social identities and locations including, but not limited to, age, ethnicity, sexual orientation, ability status, class, etc. These identities are interconnected and cannot be looked at separately.
- multiculturalism

- b. stratification
- c. structural inequality
- d. intersectionality

ANS: D DIF: Easy REF: 1.2 Feminism: Riding the Waves
 OBJ: 1.2a MSC: Remembering

15. It is contested as to whether this is a legitimate “wave” of feminism, but it is marked by the use of social media campaigns such as the Me Too movement, the Women’s March on Washington, and the legalization of same-sex marriage by the Supreme Court decision *United States v. Windsor*. These events are noteworthy features of which wave of feminism?
- a. the first wave
 - b. the second wave
 - c. the third wave
 - d. the fourth wave

ANS: D DIF: Medium REF: 1.2 Feminism: Riding the Waves
 OBJ: 1.2a MSC: Applying

16. Which of the following does NOT pertain to an aspect of feminism (including the first wave to the emerging fourth wave)?
- a. In the United States, most people hold liberal feminist attitudes even if they don’t identify as feminists.
 - b. Womanism and women of color feminism addressed the needs of women of color, including racism, that were neglected by mainstream White, middle-class, heterosexual feminists.
 - c. Feminists are not concerned with the return to mainstream ideals of feminine attractiveness and “raunch” culture that has been embraced by younger feminists.
 - d. Socialist feminists are concerned with the increased cost of living for women, including the “pink tax” that refers to more expensive products that are marketed to girls and women.

ANS: C DIF: Difficult REF: 1.2 Feminism: Riding the Waves
 OBJ: 1.2a MSC: Analyzing

17. Liberal feminism primarily focuses on
- a. the inherent differences between women and men, while also focusing on the strengths of women in society.
 - b. the similarities between women and men and the role of governmental intervention in rectifying gender inequalities.
 - c. the separate spheres occupied by women and men, and the importance of maintaining these.
 - d. eliminating the “second shift” faced by women and recognizing the inequality found in the unequal division of labor between the sexes.

ANS: B DIF: Medium REF: 1.3 The F-Word
 OBJ: 1.3a MSC: Remembering

18. Which of the following describes structural inequalities?
- a. The stratification within organizations, institutions, and governments that maintain unequal access to education, employment, family, and other opportunities.
 - b. The innate biological differences that promote inequality between women and men.
 - c. The micro differences between the sexes.
 - d. The lack of differences between the social experiences of men and women.

ANS: A DIF: Easy REF: 1.3 The F-Word
OBJ: 1.3a MSC: Understanding

19. Radical feminists advocate for
- equality for women and men by working side by side.
 - separatism.
 - non-separatism.
 - recognition of gender inequality in a limited number of everyday interactions and social structures.

ANS: B DIF: Easy REF: 1.3 The F-Word
OBJ: 1.3a MSC: Remembering

20. Which of the following accurately describes patriarchy?
- Patriarchy is the idea that men automatically hold positions of power and authority, and it is socialized to be viewed as natural and inevitable.
 - Patriarchy refers to female power and authority, and the passing of lineage and cultural traditions from one female to another.
 - Patriarchy refers to women's equality and possession of power and authority.
 - Patriarchy is the idea that women hold dominance and authority over men, despite male power in all areas of structural institutions.

ANS: A DIF: Easy REF: 1.3 The F-Word
OBJ: 1.3a MSC: Remembering

21. Androcentric thinking refers to _____ ways of thinking.
- androgynous
 - female-centered
 - male-centered
 - gender-neutral

ANS: C DIF: Easy REF: 1.3 The F-Word
OBJ: 1.3a MSC: Remembering

22. Which of the following best describes lesbian feminism?
- An offshoot of radical feminism that focuses on sexuality and reproduction as powerful forms of oppression.
 - Something that can be chosen in order to maintain separate spheres from men.
 - A form of sexual orientation that dictates identification with a specific branch of feminism and feminist thinking.
 - An outdated term that refers to second wave feminists only.

ANS: A DIF: Medium REF: 1.3 The F-Word
OBJ: 1.3a MSC: Remembering

23. Compulsory heterosexuality means that
- heterosexuality is considered normal, natural, and a learned form of sexual preference or sexual orientation.
 - there are other options of sexual orientation rather than heterosexuality and homosexuality.
 - people can choose their sexual orientation despite social learning and cultural messaging valuing heterosexuality over other forms of sexuality.
 - bisexuality, pansexuality, and other non-binary forms of sexual orientation are valued above heterosexuality, especially for people who identify as women.

ANS: A DIF: Medium REF: 1.3 The F-Word
OBJ: 1.3a MSC: Understanding

24. Socialist feminism emphasizes the link between _____ and _____.
a. patriarchy; government
b. gender oppression; capitalism
c. democracy; gender-based social entitlements
d. social oppression; “pink” taxes

ANS: B DIF: Medium REF: 1.3 The F-Word
OBJ: 1.3a MSC: Remembering

25. Which of the following accurately describes the myth of meritocracy?
a. The notion of pulling oneself up by her or his bootstraps due to equal access within capitalist society.
b. The idea that the “second shift” means women are equally compensated both monetarily and socially.
c. The idea that wealth is accumulated by merit; class, gender, race, and other factors have no bearing on the accumulation of wealth in society.
d. The notion that wealth is equally accessible with or without a college education, and that women are the primary workers and men are the primary caretakers.

ANS: C DIF: Medium REF: 1.3 The F-Word
OBJ: 1.3a MSC: Understanding

26. Cultural feminism is a perspective that focuses on the
a. commonalities between women and men, and the cultural emphasis on differences between genders.
b. differences between women and men, and the devaluation of perspectives, qualities, and experiences of girls and women.
c. cultural construction of gender norms and ways to rectify equality.
d. relativism of gender according to geography and moments in history.

ANS: B DIF: Medium REF: 1.3 The F-Word
OBJ: 1.3a MSC: Remembering

27. Gender essentialism is the belief that
a. gender is the most important factor in the oppression of girls and women.
b. women and men are fundamentally different because of unchanging factors related to biology and genetics.
c. feminists should promote businesses related to “inherent” feminine characteristics.
d. women and men are fundamentally the same despite differences in biology and genetics.

ANS: B DIF: Medium REF: 1.3 The F-Word
OBJ: 1.3a MSC: Remembering

28. Ethnocentrism refers to the tendency to
a. judge groups from outside one’s own social group membership.
b. participate in social activism, including joining groups such as Black Lives Matter.
c. judge other groups from the values and lenses of one’s own group membership.
d. consider cultural relativism when evaluating situations and moral dilemmas.

ANS: C DIF: Medium REF: 1.3 The F-Word
OBJ: 1.3a MSC: Remembering

29. Alix is a biological female who doesn't identify as female or male, and uses the pronoun "they." Alix's girlfriend completely supports their identity, and they challenge binary classifications together. Which feminist perspective best describes Alix's experience?
- a. women of color feminism
 - b. radical feminism
 - c. socialist feminism
 - d. queer feminism

ANS: D DIF: Medium REF: 1.3 The F-Word
OBJ: 1.3a MSC: Applying

30. Which of the following is NOT a characteristic of queer feminism?
- a. The belief that cisgender identity is a social construct.
 - b. The belief that sex, gender, and sexual orientation are not always aligned in a predictable way.
 - c. A critique of heteronormativity.
 - d. A disregard of gender as performance.

ANS: D DIF: Medium REF: 1.3 The F-Word
OBJ: 1.3a MSC: Analyzing

31. Heteronormativity refers to the
- a. fact that heterosexuality is dominant and automatic.
 - b. lack of emphasis placed on compulsory heterosexuality.
 - c. assumption that all people are heterosexual (attracted to the opposite sex) and that sex characteristics are binary (either female or male).
 - d. assumption that people are on a continuum of sexual orientation and that people may vary in terms of biological sex, sexual orientation, and emotional attraction to people of the same or opposite sex.

ANS: C DIF: Easy REF: 1.3 The F-Word
OBJ: 1.3a MSC: Understanding

32. Which feminist theorist coined the idea "gender as performance," and what does this idea mean in everyday life?
- a. Adrienne Rich; heterosexuality is compulsory
 - b. Judith Butler; gender is something we do rather than who we are
 - c. Betty Friedan; the feminine mystique
 - d. Carolyn Enns; there are categories of feminism as applied to different groups

ANS: B DIF: Difficult REF: 1.3 The F-Word
OBJ: 1.3b MSC: Analyzing

33. Which of the following is TRUE about post-colonial/transnational feminism?
- a. It emphasizes globalism and shrinking gender differences around the world.
 - b. It stems from the legacy of colonialism and resulting inequalities from Western rule and devaluation of all other cultures as inferior when compared to the West.
 - c. It includes the belief that feminists from around the world can make choices for others cross-culturally without immersion in that culture.
 - d. It results from ethnocentrism and the belief that certain forms of dress are oppressive to all women without attention to individual circumstances.

ANS: B DIF: Medium REF: 1.3 The F-Word
OBJ: 1.3a MSC: Understanding

34. Which of the following is TRUE about third world feminism?
- a. It argues for an interconnected view of feminism that values cross-cultural differences and does not defer to more powerful countries, such as the Western world or the United States, without lived experience and knowledge of feminism within the culture.
 - b. It examines how race and gender have multiple impacts on oppression in areas other than the first world.
 - c. It searches for internal economic and structural solutions to social problems, such as gender inequality.
 - d. It fails to criticize liberal feminism and its ethnocentric viewpoint, such as the White savior complex.

ANS: A DIF: Difficult REF: 1.3 The F-Word
OBJ: 1.3a MSC: Analyzing

35. Which of the following is NOT accurate regarding the application of feminist theory?
- a. Feminist theory provides an explanation for gender inequality and oppression.
 - b. Feminist theory is part of consciousness raising, which links knowledge with activism.
 - c. Feminist theory provides women with a language to talk about their experiences and understand the structural components of structural/sociopolitical oppression.
 - d. Feminist perspectives provide theory but not practice; they do little to help provide solutions for gender inequalities in everyday life.

ANS: D DIF: Medium REF: 1.3 The F-Word
OBJ: 1.3b MSC: Analyzing

36. The defining feature of post-feminism is the idea that
- a. gender inequality has been solved and feminism is no longer needed.
 - b. post-modernism has helped eliminate sexism and gender inequality.
 - c. recognizing intersectionality is more important than feminism because of its emphasis on multiple aspects of oppression.
 - d. the women's movement has not yet reached its goals, so feminism is still needed.

ANS: A DIF: Easy REF: 1.4 I'm Not a Feminist, But...
OBJ: 1.4a MSC: Remembering

37. Why do feminists reject the concept of post-feminism?
- a. Feminists believe gender inequality has been solved.
 - b. Women who self-label as feminists are aware that gender inequalities still exist.
 - c. Post-feminists recognize that stereotypes are not disseminated in order to stigmatize women who address aspects of sexism in daily life.
 - d. Post-feminism shows how gender inequalities impact the psychological development of girls and women and how addressing inequality improves the lives of all genders.

ANS: B DIF: Easy REF: 1.4 I'm Not a Feminist, But...
OBJ: 1.4a MSC: Understanding

38. Susan Fauldi (1992) coined the term _____ to explain how negative stereotypes occur in response to women making social gains.
- a. post-feminism
 - b. modern misogyny
 - c. backlash
 - d. radicalism

ANS: C DIF: Easy REF: 1.4 I'm Not a Feminist, But...
OBJ: 1.4b MSC: Remembering

39. Alice Walker (1983) coined the identity label _____ that stems from the experiences of Black women and other women of color, and which encompasses feminism but doesn't prioritize sexism over other forms of oppression.
- a. pro-feminist
 - b. womanist
 - c. post-feminist
 - d. mujerista

ANS: B

DIF: Easy

REF: 1.5 Who Is a Feminist?

OBJ: 1.5b

MSC: Remembering

40. Tamika, a college student attending an HBC (historically Black college), identifies her experiences of oppression as strongly correlated to both racism and gender; racism plays a dominant and intersecting role in her experiences of gender. Because of these factors, Tamika would probably identify most with which form of feminism?
- a. mujerismo
 - b. womanism
 - c. cultural feminism
 - d. radical feminism

ANS: B

DIF: Medium

REF: 1.3 The F-Word | 1.5 Who Is a Feminist?

OBJ: 1.3a | 1.5b

MSC: Applying

41. All of the following are true about Latinx feminists (mujeristas) EXCEPT
- a. women of color feminists, including Latinx feminists, tend to have higher self-esteem.
 - b. mujeristas are critical of the marginalization of women of color by White feminists.
 - c. mujeristas take an intersectional approach in their feminism.
 - d. mujeristas act toward the decolonization of all people.

ANS: C

DIF: Medium

REF: 1.5 Who Is a Feminist?

OBJ: 1.5a | 1.5b

MSC: Understanding

42. Which of the following is NOT true regarding different approaches to feminist labeling and the performance of feminism?
- a. Many boys and men prefer the label pro-feminist and express interest in working with girls and women for social change and action.
 - b. When male feminists report incidents of sexism, they are more likely to be believed.
 - c. Researchers found that Black feminists place a high value on wearing feminine clothing, but White feminists do not.
 - d. Many White feminists agreed with Michelle Obama's emphasis on being Mom-in-Chief and on occupying roles in traditionally feminist domains.

ANS: D

DIF: Difficult

REF: 1.5 Who Is a Feminist?

OBJ: 1.5c

MSC: Analyzing

43. In 2012 and 2013, misperceptions of feminism were highlighted in two different Tumblr campaigns. Although some participants argued that feminism was necessary, while others disagreed, both groups highlighted varying viewpoints surrounding current feminist viewpoints. Which of the following was NOT a statement mentioned in the text as a representative comment of both campaigns?
- a. "I need feminism because I refuse to be victimized by social, cultural, and political misogyny. I am not a victim, I am a survivor."
 - b. "I don't need feminism because I am not a delusional, disgusting, hypocritical man-hater. I respect men and they respect me."
 - c. "I need feminism because I don't view equality as a radical concept."

d. “I don’t need feminism because women exaggerate sexism and gender inequality.”

ANS: D DIF: Medium REF: 1.5 Who Is a Feminist?
OBJ: 1.5a MSC: Remembering

44. All of the following influenced the 1954 *Brown v. Board of Education* decision EXCEPT
- A study conducted by Dr. Mamie Phipps Clark and her husband Dr. Kenneth Clark demonstrating the effects of internalized racism.
 - The “doll study,” which showed Black children preferred White dolls over Black dolls and that they made associations with the White doll as the “nice doll” and the “best doll.”
 - The conclusion that segregation was contributing to the negative self-concept of children of color.
 - Dr. Kenneth Clark’s single-authored “doll study,” which showed children of color favored dolls that looked like them.

ANS: D DIF: Medium REF: 1.6 Feminism Comes to Psychology
OBJ: 1.6a MSC: Analyzing

45. Dr. Mamie Phipps Clark’s research and work in psychology, although criticized for its methodology and interpretation, helped to do which of the following?
- establish that social science could be used as evidence for cases presented to the Supreme Court
 - discount the interaction between children and the world of play
 - diminish the evidence of discrimination and racism faced by women in psychology
 - establish that jobs were available to women provided they had enough real-world experience and educational attainment

ANS: A DIF: Easy REF: 1.6 Feminism Comes to Psychology
OBJ: 1.6a MSC: Remembering

46. All of the following factors contributed to the formation of the psychology of women in the mid-twentieth century EXCEPT
- The 1963 publication of Betty Friedan’s *The Feminine Mystique*, which critiqued Freud and the psychological profession as having some responsibility for women’s oppression.
 - Weisstein’s (1968–1992) revelation of the second-class status of women and the influence of discrimination in psychological studies.
 - The establishment of ethical guidelines, following feminist prompting, which prohibited sexual contact between therapists and clients.
 - The lack of development of college courses taught by and textbooks written by feminist psychologists.

ANS: D DIF: Medium REF: 1.6 Feminism Comes to Psychology
OBJ: 1.6a MSC: Analyzing

47. Feminist epistemologies are particularly important in the psychology of women and feminist psychology because they
- establish that knowledge is progressive and cumulative, and that it relies on objectivity, neutrality, and rationality.
 - ignore that scientists bring their own perspectives and viewpoints to the subjects they study and to the results they compose and publish.
 - encourage researchers to be cognizant of their own biases and influences, and they determine how this will impact research on the lives of marginalized groups, girls, and women.
 - ignore the cultural component of research, and they only publish studies that ignore the production and sharing of gender-based research.

ANS: C DIF: Medium REF: 1.6 Feminism Comes to Psychology
OBJ: 1.6c MSC: Understanding

48. According to the American Psychological Association (APA), *sex* refers to _____ and *gender* refers to _____.
- biology and anatomy; attitudes and roles associated with biological sex
 - anatomy and reproduction; established cultural norms
 - genetic markers; women and girls
 - chosen anatomy; confirmation procedures

ANS: A DIF: Medium REF: 1.7 Understanding Research Methods
OBJ: 1.7a MSC: Remembering

49. Which of the following is NOT a controversy related to sex and gender?
- The idea that there are only two sexes and two genders is an oversimplification and not accurate for all cultures or medical conditions.
 - Not everyone with a vagina considers themselves a woman, and not everyone who considers themselves a woman has a vagina.
 - Feminist psychologists encourage a more complex and complicated dialogue when exploring sex and gender in psychological research.
 - There is not a tendency to confuse sex and gender in psychological research.

ANS: D DIF: Difficult REF: 1.7 Understanding Research Methods
OBJ: 1.7a MSC: Analyzing

50. In a correlational research design,
- correlation equals causation.
 - relationships between variables are examined.
 - the researcher manipulates an independent and dependent variable.
 - participants are randomly selected.

ANS: B DIF: Easy REF: 1.7 Understanding Research Methods
OBJ: 1.7b MSC: Remembering

51. Which of the following accurately describes psychological research and bias?
- Researchers are value-neutral and objective.
 - Research questions do not contain assumptions.
 - The identities of both the researcher and the selected participants may contribute to bias.
 - Feminist researchers do not contribute to sampling bias.

ANS: C DIF: Easy REF: 1.8 Identifying Sex/Gender Bias in Research
OBJ: 1.8a MSC: Understanding

52. Which feminist researcher criticized Freud's concept of penis envy, and called on his inability to consider a women's perspective and a more woman-centered approach?
- Rhoda Unger
 - Karen Horney
 - Michelle Fine
 - Carol Gilligan

ANS: B DIF: Easy REF: 1.8 Identifying Sex/Gender Bias in Research
OBJ: 1.8a MSC: Remembering

53. Which psychologist based their theory of moral development almost entirely on wealthy White boys and men, yet applied their findings to human development as a whole?

- a. Kohlberg
- b. Gilligan
- c. Cundiff
- d. Brown

ANS: A DIF: Easy REF: 1.8 Identifying Sex/Gender Bias in Research
 OBJ: 1.8a MSC: Remembering

54. The blanket term LGBTQ is considered problematic and controversial by some feminist researchers. Which of the following is mentioned in the text as a reason for this bias?
- a. All sexual minorities are placed within a single category, ignoring individual differences.
 - b. Sexual orientation and gender identity are lumped into the same category when sexual minorities and non-binary genders may not consider themselves part of the same group.
 - c. People within the LGBTQ classification are not directly placed in opposition with heterosexuals.
 - d. Bisexuals share a uniform experience and should not be included within this acronym.

ANS: A DIF: Medium REF: 1.8 Identifying Sex/Gender Bias in Research
 OBJ: 1.8b MSC: Remembering

55. All of the following support Stephanie Riger's (1992) idea that feminist research should be used for the production of knowledge and for social justice EXCEPT
- a. Feminist researchers should talk about research findings in the popular press.
 - b. Feminist researchers should publish their research in academic journals, so that their findings are distributed to only a small subset of the population who has access to academic texts.
 - c. Feminist researchers should "give their research away" through social media, email, and formal conversations with policy makers.
 - d. Feminist researchers should use efforts to move away from the role of the detached and objective researcher.

ANS: B DIF: Medium REF: 1.8 Identifying Sex/Gender Bias in Research
 OBJ: 1.8b MSC: Analyzing

56. Which of the following is NOT a question proposed by psychologist Elizabeth Cole (2009) that researchers should ask when considering intersectionality?
- a. What role does inequality play in power differences that shape behaviors and experiences?
 - b. Are predominately White, middle-class women adequately represented in a university study?
 - c. Who is included within this category of participants?
 - d. Where are the similarities and shared experiences or concerns among people from different social groups?

ANS: B DIF: Medium REF: 1.8 Identifying Sex/Gender Bias in Research
 OBJ: 1.8b MSC: Analyzing

57. When reading any psychological study and considering a researcher's decisions, it is important to do which of the following?
- a. regard the researcher as an expert in her field and refrain from questioning her unintended biases and motivations
 - b. read the study with a degree of caution by recognizing that no method is completely neutral or objective
 - c. critique every aspect of the research and reject the findings if the researcher shows any shred of bias
 - d. consider quantitative studies as the only legitimate forms of research because of statistical

significance and the appropriate revision of research design

ANS: B DIF: Medium REF: 1.8 Identifying Sex/Gender Bias in Research
OBJ: 1.8b MSC: Understanding

58. Which of the following is NOT a research and statistical concept to keep in mind when conducting psychological research?
- How variables are defined and measured.
 - The titles of studies rarely indicate when participants are exclusively White or male, and generalizability is often falsely applied.
 - Female university students are rarely a source of convenience samples for many researchers.
 - Sampling bias is a challenge within the field of psychology of women.

ANS: C DIF: Medium REF: 1.8 Identifying Sex/Gender Bias in Research
OBJ: 1.8a MSC: Analyzing

ESSAY

1. Explain the concept of “the personal is political,” including why feminist psychologists believe research focusing on both the individual and the culture is important. You may want to consider current events applying to sexual assault survivors and how the personal and political apply to this issue.

ANS:

“The personal is political” refers to the idea that the personal and political, or the individual and systemic, cannot be separated and that each reinforces the other. An individual alone cannot change the culture, and the culture exerts a great deal of influence on the individual. As the chapter states, although great strides have been made in the lives of girls and women, we are far from gender equality, or equality for other social minority identities.

Feminist psychologists must examine gender on an individual level and a cultural/systemic level, or else the view will be incomplete.

As recent events in politics have indicated, girls and women are still incredibly vulnerable to all kinds of sexual violence, and society is often apathetic or even hostile when survivors come forward. Therefore, we must examine what happens to individuals who face sexual violence as well as the culture that encourages and reinforces this toxic behavior.

DIF: Medium REF: 1.1 A Feminist Psychology for Modern Girls and Women
OBJ: 1.1b | 1.1c MSC: Understanding

2. Explain the “waves” of feminism and identify one watershed event that occurred during each wave.

ANS:

The wave metaphor describes both moments in feminist history and the continuing waves of feminist thought as feminists adapt to different historical, cultural, and social constructs.

The *first wave*, which formally began in 1848, focused primarily on women’s right to vote despite the lack of autonomy in every aspect of women’s lives. Some watershed events that took place during the first wave of feminism include the Seneca Falls Convention and Sojourner Truth’s “Ain’t I a Woman?” speech that highlighted the oppression and needs of Black women.

The *second wave*, which took place during the period of activism in the 1960s, focused on women’s daily lives, including working and mothering. Some watershed events that took place during the second wave of feminism include the protests against traditional feminine beauty norms at the Miss America pageant in 1968 and 1969, the enacting of Title VII and Title IX, the Stonewall Riots, *Roe v. Wade*, and the organization of the Combahee River Collective.

The *third wave*, which began in the mid-1990s, challenged the idea that women's experiences are universal, criticized previous depictions of women as White, wealthy, heterosexual, and Western, and introduced and emphasized intersectionality. Some watershed events that took place during the third wave of feminism include the passing of the Americans with Disabilities Act and the Violence Against Women Act and the formation of Take Back the Night on college campuses.

There is also a *fourth wave*, the existence of which is contested because specific events have not been tied to the movement. Some events that could be tied to the fourth wave of feminism include social media and online activism, the Women's March (2017), immigrant rights, and student activism regarding gun control and school safety.

DIF: Easy REF: 1.2 Feminism: Riding the Waves OBJ: 1.2a
MSC: Understanding

3. Explain the common misconception that feminists are all the same. List some of the subgroups within the feminist movement, particularly during the third and fourth wave, and how their goals and priorities are different from stereotypical White, middle-class, heterosexual feminists.

ANS:

Answers will vary, but students should refer to some of the key terms and concepts mentioned in the chapter, as well as pay close attention to the points discussed on pages 22–23 of the text (i.e., intersectionality, structural inequalities).

Like all women, feminists come from a variety of viewpoints and perspectives, many of which are influenced by social identities and academic disciplines. Womanists, feminists of color, queer feminists, and transnational/Third World feminists bring their identities and social locations to their classification of what feminism is and how it should be applied. Womanists and feminists of color addressed the lack of emphasis on the dual oppressions of racism and sexism. Intersectionality was a priority of the third wave of feminism and is an example of how interlocking identities are much more than just gender, and there is not a universal experience of being a woman. Transnational and Third World feminists also reflect this position and point out that mainstream feminists ignore important cultural differences and fail to include the lived experiences of women outside of the West and the United States. Many White feminists have a “savior complex” and try to enforce their values and perspectives without considering the lived realities of women who don't share their access to privilege and autonomy. Queer feminists emphasize the oppression of sexual minority statuses and move away from binary gender classifications. Queer feminists are also critical of the revival of feminine aesthetics and “raunch” culture.

DIF: Difficult REF: 1.2 Feminism: Riding the Waves | 1.5 Who Is a Feminist?
OBJ: 1.2a | 1.2b | 1.5b | 1.5c MSC: Understanding

4. Define intersectionality and explicate how differences besides gender influence women's daily lives.

ANS:

Intersectionality means that there are multiple identities that intersect and cannot be separated. Gender cannot be examined in isolation, and so we must look at the realities of racism, classism, homophobia, transphobia, ableism, and sexism among others. No woman is simply a woman, but the sum of simultaneously occurring forms of oppression and privilege. A woman's daily life is not the same depending on her individual experiences and the access she has to various resources within society.

DIF: Difficult REF: 1.2 Feminism: Riding the Waves OBJ: 1.2a
MSC: Understanding

5. Select two feminist theoretical frameworks of your choice and compare and contrast them. Specifically, compare the defining principles of each framework and how they are applied in everyday life (e.g., explain how they are similar or different in how they combat sexism and oppression of women).

ANS:

Answers will vary according to the perspectives chosen by students. Using women of color feminism/womanism and post-colonial/transnational feminism as an example, the answer could be as follows:

Women of color feminism/womanism argues that oppression is not based on sexism alone and must consider intersecting ideas including both gender and race. Oppression doesn't come from a single source, but is bound in a number of structural inequalities, social institutions, and social identities.

Post-colonial/transnational feminism takes a similar viewpoint by looking at the interconnection between colonialism and the devalued status of girls and women who are not from the Western world. Post-colonialism and transnationalism critique traditional feminism (e.g., liberal feminism) for not looking at multiple perspectives as responsible for sexism and oppression. Both perspectives value coalition building and argue that White feminists do not have the right to make decisions or interventions based on their own interpretation of culture from White, wealthy, society and aren't responsible for "saving" groups of women with social identities different from their own.

DIF: Difficult

REF: 1.3 The F-Word

OBJ: 1.3a | 1.3b

MSC: Analyzing

6. Briefly explain the concept of post-feminism and whom it applies to. Then, discuss why feminist psychology and research are still necessary when considering the psycho-social-cultural eradication of gender inequalities.

ANS:

Post-feminism does not mean that issues pertaining to sexism, gender, and bias do not exist in psychological research. Feminist research challenges notions of positivism and values qualitative data that accurately describes women's lives from their perspectives, while also encompassing the experiences of minority groups who were traditionally marginalized or oppressed in mainstream psychology. Feminist psychology contributes to the well-being of all lives and expands ways of doing and interpreting research, often including participants in the process rather than treating them as passive "subjects" under a microscope.

DIF: Medium

REF: 1.4 I'm Not a Feminist, But...

OBJ: 1.4a

MSC: Understanding

7. Explain why intersectionality still needs to address discrimination within feminism. Consider some of the examples provided in the text, such as Patricia Arquette's 2015 Academy Awards acceptance speech or the HBO television show *Girls*. How do one or both of these examples ignore intersectionality and/or the reluctance of women of color to identify as feminists?

ANS:

White, wealthy, heterosexual feminists such as Patricia Arquette and the women involved in both the acting and production of *Girls* are ethnocentric and tone deaf in their evaluation that all groups of women have achieved the same level of equality, or that feminists not in their social spheres are responsible for “picking up” the next steps of the movement because they were involved in the second or third wave and have “done the work.” In reality, very little has been done by White feminists to address the needs of women of color and the role racism plays in their lives, in addition to gender inequality. Although the television show *Girls* depicts life for women after college and is set in New York City, it does not include women of color and the specific issues they face. Similarly, Arquette’s speech implied that women of color were responsible for making strides within mainstream feminism, ignoring the realities of intersectionality. Many women of color are reluctant to identify with mainstream feminism because of its sole or primary focus on gender and gender inequality, when so many interlocking identity factors are at play including racism, classism, heterosexism, ableism, and other factors. Women of color have rarely been offered a seat at the feminist table and when they are, the realities they face, especially racism, are ignored or overlooked completely.

Womanists and women of color argue that intersectionality must be addressed, that their identities span beyond issues of sex and gender, and that these factors cannot be viewed in isolation because they obscure the rest of the picture. Both examples also demonstrate the “savior complex” and the idea that White women have done the work on behalf of all women.

DIF: Difficult REF: 1.5 Who Is a Feminist? OBJ: 1.5a
 MSC: Evaluating

8. Some populations have not been historically welcome within feminist spaces, specifically during the second wave of feminism, to the present. Discuss why populations such as women of color, men, disabled women, and transwomen might not feel welcome in these spaces.

ANS:

Some people do not identify as feminists because they don’t believe it includes them due to previous experiences of discrimination and exclusion. For example, transwomen were excluded from the Michigan Womyn’s Festival and are not considered “real women” by some feminists, and women of color continue to be excluded by White, middle-class feminists who are concerned with issues such as access to birth control, the pay gap, etc. While these issues are important to all women, they do not address the systemic racism faced by women of color multiplied by sexism and other factors. Disabled feminists have often been excluded from feminist spaces due to accessibility as an afterthought, and the issues they face are not addressed by some feminists. Radical and separatist feminists may exclude men from “female only” spaces. All of these examples highlight the need for intersectional feminism.

DIF: Difficult REF: 1.5 Who Is a Feminist? OBJ: 1.5a
 MSC: Understanding

9. List some of the identities that you bring to the classroom (and everyday life) that are important to you. Explain how one or more of these identities could influence your work as a researcher and create unintended bias.

ANS:

Answers will vary, but some sample identities may include, but not be limited to, gender, race, class, sexual orientation, ability status, etc. A student’s social identities and worldview will be informed by their coexisting experiences of oppression and privilege.

Students should be able to identify how certain social group memberships could skew their research. For example, a non-disabled student may not consider differences in ability status. A heterosexual student might not consider sexual orientation as a variable, and depending on religious beliefs, may believe that conversion therapy is ethical even though it is banned by the American Psychological Association. It is up to the instructor to discern whether students have considered unintended bias and whether they have applied it in their answer.

DIF: Medium REF: 1.8 Identifying Sex/Gender Bias in Research
OBJ: 1.8a MSC: Applying

10. Propose a sample research question that would be applicable to the lives of girls and women. If you were conducting a study to answer this research question, what are some things to keep in mind in order to eliminate bias in sex/gender research?

ANS:

Answers will vary depending on the sample research question chosen by students.

Once students have provided a sample research question, they will then list the ways to reduce/eliminate bias including asking the following questions, or examining these components throughout the research process:

- Who is the researcher? Which identities of the researcher could potentially cause bias in the research design or the interpretation of results?
- Who are the research participants? How does the identity of the participants contribute to bias? How were they recruited?
- How are the variables measured?
- How are the data analyzed?
- How do researchers write about their results?
- Where are the results published?

DIF: Difficult REF: 1.8 Identifying Sex/Gender Bias in Research
OBJ: 1.8b MSC: Creating