Chapter 8: Language, Communication, and Emotion

Test Bank

# Multiple Choice

1. Moshe Koppel and colleagues (2002) created a computer program to test whether men and women use language differently. To what extent could the computer program accurately identify whether something was written by man or woman?

A. no better than chance (about 50% accuracy)

B. well above chance (about 80% accuracy)

C. 80% accuracy but only for fictional writing

D. 80% accuracy but only for nonfiction writing

Ans: B

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Language, Communication, and Emotion

Difficulty Level: Easy

2. Which of the following sex differences in written communication did Koppel and colleagues (2002) computer analysis of female and male writers discover?

A. Sentences written by men are 20% longer those written by women.

B. Men use more concrete language.

C. Women use more communal prepositions (e.g., “with”).

D. Women’s writing tends to be more grammatically correct.

Ans: C

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Language, Communication, and Emotion

Difficulty Level: Easy

3. What did Nowak (2003) discover regarding people’s ability to predict whether interaction partners were male or female based on written text alone?

A. Female participants could accurately predict their partners’ sex but not male participants.

B. Participants accurately predicted the sex of the texts’ author, but only when communication was synchronous.

C. Participants predicted with 80% accuracy whether the text was written by a male or female.

D. Participants were no better than chance at guessing whether the text was written by a male or female.

Ans: D

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Language, Communication, and Emotion

Difficulty Level: Easy

4. The Whorfian hypothesis proposes that \_\_\_\_\_\_.

A. the language we use may cause us to see the world differently than people who use another language

B. that mental imagery precedes language construction

C. the meaning of language is derived from social and cultural usage

D. words corresponds to rigid categories of objects that serve to schematically organize the contents of thought

Ans: A

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Knowledge

Answer Location: How Does Gender-Related Language Influence Social Perception?

Difficulty Level: Easy

5. One might change the phrase “to boldly go where no man has gone before” to “to boldly go where no one has gone before” in order to not use language reflecting \_\_\_\_\_\_.

A. political correctness

B. the generic masculine

C. benevolent sexism

D. Whorfian norms

Ans: B

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Knowledge

Answer Location: The Generic Masculine

Difficulty Level: Easy

6. Stout and Dasgupta (2011) found that use of generic masculine language in interviews can have what effect?

A. increase men’s motivation and identification with the job

B. decrease women’s feelings of belongingness

C. increase hypothetical salaries offered to men

D. decrease the interviewer’s ratings of women’s suitability for the job

Ans: B

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Knowledge

Answer Location: The Generic Masculine

Difficulty Level: Easy

7. Which of the following findings does NOT provide direct support for the Whorfian hypothesis?

A. People who speak in languages with grammatical gender report more sexist beliefs.

B. Bilingual individuals are less likely to endorse sexist beliefs.

C. Use of generic masculine language increases beliefs and gender stereotypes.

D. Having a broader vocabulary for appearance related words specifically directed at females is associated with focusing on women’s appearance.

Ans: B

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Comprehension

Answer Location: Gendered Features of Language

Difficulty Level: Medium

8. Nations that have gendered languages also have lower levels of \_\_\_\_\_\_.

A. religiosity

B. violent crime

C. sexism

D. gender equality

Ans: D

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Knowledge

Answer Location: Grammatical Gender

Difficulty Level: Easy

9. Wasserman and Weseley (2009) found that bilingual students reported more sexist attitudes when they completed a survey in \_\_\_\_\_\_ than \_\_\_\_\_\_.

A. non-gendered languages; gendered languages

B. gendered languages; non-gendered languages

C. Western languages; Eastern languages

D. Eastern languages; Western languages

Ans: B

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Comprehension

Answer Location: Grammatical Gender

Difficulty Level: Medium

10. Referring to adult women as girls is a common example of \_\_\_\_\_\_.

A. diminutives

B. hostile sexism

C. gender stereotypes

D. coverture

Ans: A

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Application

Answer Location: Diminutives and Gender Labels

Difficulty Level: Hard

11. Linguist Nic Subtirelu found that authors use the trait \_\_\_\_\_\_ more often to describe women than men and the trait \_\_\_\_\_\_ more often to describe men and women.

A. conscientious; extraverted

B. nagging; controlling

C. paranoid; bossy

D. pushy; condescending

Ans: D

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Knowledge

Answer Location: The Influence of Gendered Language on Perceptions

Difficulty Level: Easy

12. Frazer and Miller’s (2008) found that newspapers were more likely to use \_\_\_\_\_\_ when describing partner violence perpetrated by males than by females.

A. active voice

B. passive voice

C. detailed adjectives

D. mugshots

Ans: B

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Knowledge

Answer Location: The Influence of Gendered Language on Perceptions

Difficulty Level: Easy

13. Analyses indicate that the language use by reporters when describing domestic violence may unknowingly have what effect?

A. increased blame associated with male perpetrators

B. increased blame associated with female victims

C. increase the influence of gender stereotypes

D. decrease awareness of domestic abuse

Ans: B

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Comprehension

Answer Location: The Influence of Gendered Language on Perceptions

Difficulty Level: Medium

14. Research shows that when stigmatized groups reappropriate and label themselves with derogatory words they \_\_\_\_\_\_.

A. are more likely to be targeted with discrimination

B. both feel and are viewed as more powerful

C. report enhanced physical health

D. no longer feel negative emotions when others use those words in a derogatory manner

Ans: B

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Application

Answer Location: The Influence of Gendered Language on Perceptions

Difficulty Level: Hard

15. The idea that differences in socialization lead boys and girls to develop different communication styles is represented by \_\_\_\_\_\_.

A. differences in grammatical gender

B. the Whorfian hypothesis

C. the sociocultural model of communication

D. the different cultures approach

Ans: D

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Comprehension

Answer Location: What Roles Do Sex and Gender Play in Verbal Communication?

Difficulty Level: Medium

16. Holleran (2009) analysis of daily conversations revealed what regarding sex differences in the number of words spoken per day?

A. Men spoke more words on average than women.

B. Women spoke more words on average than men.

C. Men spoke more words in the morning but women spoke more in the evening.

D. On average both men and women spoke the same number of words per day.

Ans: D

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Who Talks More?

Difficulty Level: Easy

17. Which of the following best describes sex differences in conversational interruptions?

A. Large sex differences emerge in favor of men interrupting more than women.

B. Effect sizes vary in size and direction depending on how interruptions are measured.

C. Men interrupt more but only in conversations with other men.

D. Men and women interrupt each other at roughly equivalent rates.

Ans: B

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Comprehension

Answer Location: Who Interrupts More?

Difficulty Level: Medium

18. In conversation, males are more likely to use \_\_\_\_\_\_ interruptions and females more likely to use \_\_\_\_\_\_ interruptions.

A. intrusive; supportive

B. hostile; benevolent

C. logical; emotional

D. agentic; communal

Ans: A

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Comprehension

Answer Location: Who Interrupts More?

Difficulty Level: Medium

19. Gossip serves each of the following social functions EXCEPT \_\_\_\_\_\_.

A. enforcing a group’s moral norms

B. enhancing social bonds

C. relational aggression

D. threatening social identities

Ans: D

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Application

Answer Location: Gossip

Difficulty Level: Hard

20. Reviews of sex differences in communication reveal that women are more likely to \_\_\_\_\_\_.

A. speak more words per day

B. use gossip as a form of relational aggression

C. interrupt others

D. speak in passive voice

Ans: B

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Gossip

Difficulty Level: Easy

21. Analyses of how men and women communicate on social media reveals each of the following EXCEPT \_\_\_\_\_\_.

A. men use more profanity than women do

B. women use more emotion words

C. men use more assertive language

D. women use less argumentative language

Ans: C

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Social Media

Difficulty Level: Easy

22. Schwarz and colleagues (2013) created word clouds to represent male and female communication based on 700 million words, phrases, and topics sample from social media. According to the word clouds, which of the following words were men more likely to say?

A. excited

B. science

C. xbox

D. tv

Ans: C

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Social Media

Difficulty Level: Easy

23. Each of the followings tend to show small sex differences favoring women EXCEPT \_\_\_\_\_\_.

A. affiliative speech

B. self-disclosure

C. tentative speech

D. talkativeness

Ans: D

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Comprehension

Answer Location: What Roles Do Sex and Gender Play in Verbal Communication?

Difficulty Level: Medium

24. Which of the following is NOT true of sex differences in self-disclosure?

A. Women disclose more than men do to female partners.

B. There is no sex difference in self-disclosure to male partners.

C. Men disclose slightly more to same-sex partners than women do.

D. Women disclose more to same-sex others than men do.

Ans: C

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Comprehension

Answer Location: Social Media

Difficulty Level: Medium

25. Samar and Alibakshi (2007) found that, in a sample of Iranian men and women, individuals with more \_\_\_\_\_\_ raised more topics (a sign of dominance) in mixed sex conversations.

A. education

B. friends

C. traditional gender views

D. social skills

Ans: A

Learning Objective: 8-3: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Knowledge

Answer Location: Beyond Sex Differences: Intersectionality in Communication

Difficulty Level: Easy

26. Henley (1995) found Black women in the United States tend to use more \_\_\_\_\_\_ language than White women.

A. assertive

B. emotional

C. relational

D. concrete

Ans: A

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Application

Answer Location: Beyond Sex Differences: Intersectionality in Communication

Difficulty Level: Hard

27. Individuals with different language or dialect options across multiple identities tend to engage in \_\_\_\_\_\_.

A. code switching

B. cross-sectional linguistics

C. gender-neutral cognition

D. stereotypical attributions

Ans: A

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Beyond Sex Differences: Intersectionality in Communication

Difficulty Level: Easy

28. Which of the following is an example of code switching?

A. a person who is able to switch back and forth between different gender identities

B. a rapid shift in cultural or moral norms, such as changes in views toward same-sex relationships among people in the United States

C. Black college students switching between standard English and vernacular Black English to emphasize credibility in the classroom and Black identity respectively

D. someone who has lived in multiple cultures throughout his or her life and maintains separate cognitive schemas for each

Ans: C

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Application

Answer Location: Beyond Sex Differences: Intersectionality in Communication

Difficulty Level: Hard

29. Consider stereotypes the paint female speech as expressive and male speech as assertive. Overall, to what extent does the evidence support such sex differences in communication?

A. Sex differences in the stereotypical direction are real, with effect sizes typically in the medium range.

B. Differences in the stereotypical direction do sometimes emerge, but they are small and dependent upon context.

C. Meta-analyses reveal no overall sex differences, with for instance, findings of male speech being more expressive than female speech being just as common as the reverse.

D. The evidence actually supports sex differences in the opposite direction of common stereotypes.

Ans: B

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Comprehension

Answer Location: Verbal Communication: What’s the Big Picture?

Difficulty Level: Medium

30. Women are stereotyped as more nonverbally \_\_\_\_\_\_ than men.

A. assertive

B. cold

C. confrontational

D. expressive

Ans: D

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: What Role Do Sex and Gender Play in Nonverbal Communication?

Difficulty Level: Easy

31. Which of the following sex differences in communication has a medium effect size, emerges in childhood and continues into adulthood, and is consistent across culture?

A. men using more assertive language than women

B. women smiling more than men

C. women using more emotional language than men

D. men interrupting more during conversation

Ans: B

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Comprehension

Answer Location: Smiling and Eye Contact

Difficulty Level: Medium

32. Which of the following is NOT true of sex differences in eye contact?

A. Men are more likely than women to look away from women while they speak to them.

B. Women gaze at their interaction partners more than men do.

C. People gaze at women more than men.

D. The highest amount of mutual eye contact tends to occur among pairs of women.

Ans: A

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Smiling and Eye Contact

Difficulty Level: Easy

33. Having a dominant personality tends to correspond with what aspect of communication style?

A. speaking with more nonverbal and hand gestures

B. making eye contact while you are speaking to someone

C. using more expressive language

D. preferring larger personal space during interactions

Ans: D

Learning Objective: 8-3: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Comprehension

Answer Location: Personal Space and Touch

Difficulty Level: Medium

34. Same-sex touching tends to be more acceptable among women than men EXCEPT in what contexts?

A. in sports

B. in Western cultures

C. among close friends

D. in private instead of public

Ans: A

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Personal Space and Touch

Difficulty Level: Easy

35. Tanya Vacharkilksemsuk and colleagues (2016) found that \_\_\_\_\_\_ body postures helped both men and women seem more attractive during speed dating

A. submissive

B. dominant

C. expansive

D. socially distant

Ans: C

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Application

Answer Location: Body Posture and Gait

Difficulty Level: Hard

36. People can accurately identify someone’s sex simply by examining \_\_\_\_\_\_.

A. their gait

B. the content of their speech

C. moral judgments

D. explanatory styles

Ans: A

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Body Posture and Gait

Difficulty Level: Easy

37. Overall, each of the following is TRUE of sex differences in nonverbal communication EXCEPT \_\_\_\_\_\_.

A. Men displayed more dominant nonverbal behaviors.

B. Women show more other oriented nonverbal behaviors.

C. Sex differences in nonverbal communication are larger than differences in verbal communication.

D. Female typical nonverbal behaviors mirror lower status nonverbal behaviors.

Ans: D

Learning Objective: 8-3: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Comprehension

Answer Location: Nonverbal Communication: What’s the Big Picture?

Difficulty Level: Medium

38. Openly expressing emotions is more or less acceptable across different cultures because they have different \_\_\_\_\_\_.

A. gender equality

B. display rules

C. average levels of educational attainment

D. facial expressions for each emotion

Ans: B

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Display Rules

Difficulty Level: Easy

39. Suppose a researcher finds that women are more likely to report experiencing emotions such as sadness and men are more likely to report experiencing anger. But when she examines physiological indicators of these same emotions, she finds no sex differences. What is the most likely explanation for this inconsistency?

A. Emotions cannot be accurately assessed physiologically.

B. People’s self-reports of emotions may be influenced by gender stereotypes.

C. Participants are lying about their experiences to influence the results.

D. The original self-reported findings were likely a statistical fluke.

Ans: B

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Application

Answer Location: Display Rules

Difficulty Level: Hard

40. Biologically speaking, girls and boys tend to display differences in temperament early in infancy, with boys showing higher \_\_\_\_\_\_ and girls showing higher \_\_\_\_\_\_.

A. extroversion; introversion

B. aggression; social selectivity

C. arousal; impulse control

D. capacity to delay gratification; affiliation traits

Ans: C

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Comprehension

Answer Location: Emotional Experience and Expression

Difficulty Level: Medium

41. Differences in \_\_\_\_\_\_ encourage(s) the expression of different emotions for boys and girls at a young age.

A. play patterns

B. the likelihood of playing in same-sex groups

C. the amount of freedom allowed

D. popularity

Ans: A

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Knowledge

Answer Location: Emotional Experience and Expression

Difficulty Level: Easy

42. Brescoll and Uhlman (2008) found that women who expressed anger in the workplace were \_\_\_\_\_\_ relative to men who expressed anger.

A. more respected

B. recommended lower salaries

C. granted higher social status

D. more socially excluded

Ans: B

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Application

Answer Location: Display Rules

Difficulty Level: Hard

43. Livingston and Pierce (2009) argued that Black men who appear physically nonthreatening may have an advantage in seeking high status positions over other Black men because \_\_\_\_\_\_.

A. they are less likely to make White men feel like they are losing relative status

B. in general, people prefer appointing baby faced individuals to high status positions

C. nonthreatening faces tend to be viewed as more competent by racial out groups

D. they do not activate stereotypes about Black men as aggressive

Ans: D

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Comprehension

Answer Location: Display Rules

Difficulty Level: Medium

44. Greater permissibility of emotional expression in individualistic cultures primarily extends to what group?

A. women

B. men

C. people of color

D. cisgender, hetereosexuals

Ans: A

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Application

Answer Location: Display Rules

Difficulty Level: Hard

45. \_\_\_\_\_\_ refers to the nonverbal communication of emotion in a clear manner that others can easily interpret.

A. Decoding accuracy

B. Encoding accuracy

C. Code switching

D. Paralinguistics

Ans: B

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Knowledge

Answer Location: Encoding and Decoding Accuracy

Difficulty Level: Easy

46. At what age are sex differences in decoding accuracy largest?

A. infancy

B. childhood

C. adolescence

D. adulthood

Ans: D

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Knowledge

Answer Location: Encoding and Decoding Accuracy

Difficulty Level: Easy

47. The capacity to understand the minds of others and to know what they are thinking describes the \_\_\_\_\_\_ aspects of empathy.

A. emotional

B. cognitive

C. narrative

D. somatic

Ans: B

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Knowledge

Answer Location: Empathy and Emotional Intelligence

Difficulty Level: Easy

48. Beginning to cry after seeing a stranger crying upon the death of her dog is an example of \_\_\_\_\_\_.

A. cognitive empathy

B. emotional contagion

C. encoding accuracy

D. codes switching

Ans: B

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Comprehension

Answer Location: Empathy and Emotional Intelligence

Difficulty Level: Medium

49. Which of the following conditions produces the largest sex differences in empathic accuracy?

A. When participants know they are being evaluated on empathy

B. When empathy is evaluated during childhood

C. In countries high in gender equality

D. When examined outside the lab, in field studies

Ans: A

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Comprehension

Answer Location: Empathy and Emotional Intelligence

Difficulty Level: Medium

50. Reviews of sex differences in emotional intelligence find (1) men estimate their emotional intelligence is \_\_\_\_\_\_ than women do (2) women score \_\_\_\_\_\_ than men on measures of emotional intelligence.

A. higher; higher

B. higher; lower

C. lower; higher

D. lower; lower

Ans: A

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Comprehension

Answer Location: Empathy and Emotional Intelligence

Difficulty Level: Medium

# True/False

1. The finding that women smile more than men is consistent across culture.

Ans: T

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Smiling and Eye Contact

Difficulty Level: Easy

2. In Eastern cultures too much eye contact can signify disrespect.

Ans: T

Learning Objective: 8-3: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Knowledge

Answer Location: Smiling and Eye Contact

Difficulty Level: Easy

3. During interactions girls and women tend to touch more and report greater comfort with being touched.

Ans: T

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Personal Space and Touch

Difficulty Level: Easy

4. People can accurately identify someone’s sex just by seeing their gait (how they walk).

Ans: T

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Body Posture and Gait

Difficulty Level: Easy

5. In general, sex differences in nonverbal behaviors are fairly consistent with gender role stereotypes and expectations.

Ans: T

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Comprehension

Answer location: Nonverbal Communication: What’s the Big Picture?

Difficulty Level: Medium

6. Female typical nonverbal behaviors, such as nodding and smiling, differ between high and low status individuals.

Ans: F

Learning Objective: 8-3: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Knowledge

Answer Location: Nonverbal Communication: What’s the Big Picture?

Difficulty Level: Easy

7. Gendered language influencing social expectations and perceptions is inconsistent with the Whorfian hypothesis.

Ans: F

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Comprehension

Answer Location: Gendered Features of Language

Difficulty Level: Medium

8. Girls and women, compared to boys and men, more often use gossip as a form of relational aggression.

Ans: T

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Gossip

Difficulty Level: Easy

9. Nations that have gendered languages have lower levels of gender equality compared to nations that speak genderless languages.

Ans: T

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Knowledge

Answer Location: Grammatical Gender

Difficulty Level: Easy

10. The “different cultures approach” would predict that, upon close examination, gender differences in communication style will be small and trivial.

Ans: F

Learning Objective: 8-3: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Comprehension

Answer Location: What Roles Do Sex and Gender Play in Verbal Communication?

Difficulty Level: Medium

11. On average, women are more talkative than men.

Ans: F

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Who Talks More?

Difficulty Level: Easy

12. Researchers find no sex differences in the expression of affiliative emotions, such as sympathy and warmth.

Ans: F

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Knowledge

Answer Location: Emotional Experience and Expression

Difficulty Level: Easy

13. Research on display rules reveals that women face social penalties for expressing sadness and men face penalties for expressing anger.

Ans: F

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Knowledge

Answer Location: Display Rules

Difficulty Level: Easy

14. Charles Darwin was one first scientists to write about the importance of emotion and expression in communication.

Ans: T

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Knowledge

Answer Location: Encoding and Decoding Accuracy

Difficulty Level: Easy

15. Women, relative to men, consistently show greater brain activity in response to witnessing others suffer.

Ans: F

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Knowledge

Answer Location: Empathy and Emotional Intelligence

Difficulty Level: Easy

# Short Answer

1. Simpson and Stroh (2004) found what difference among male and female managers likelihoods of expressing or suppressing positive versus negative emotions?

Ans: Female managers express more positive emotions and suppress negative emotions while male managers suppress positive emotions and express negative emotions.

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Comprehension

Answer Location: Display Rules

Difficulty Level: Medium

2. What is meant by the “generic masculine?” Provide an example and explain how it relates to the Whorfian hypothesis.

Ans: The generic masculine refers to the tradition of using male gender terms to refer to mixed sex groups, sex unspecified groups, or people in general. Words such as mankind, forefathers, and manpower are examples of generic masculine language that refers to both men and women. It relates to the Whorfian hypothesis because research has found gendered language can influence people’s social perceptions and expectations.

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Application

Answer Location: Gendered Features of Language

Difficulty Level: Hard

3. How do psychologists define gossip and what kind of sex differences exist in the tendency to engage in gossip?

Ans: Psychologists define gossip as conversation, often of a personal nature, about someone who is not present. Some reviews show that girls and women, compared to boys and men, show more interest in information about same-sex others and more often use gossip as a form of relational aggression.

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Comprehension

Answer Location: Gossip

Difficulty Level: Medium

4. Explain how patterns in the use of passive voice when describing domestic violence and rape affect blame attributed to victims and perpetrators.

Ans: Research shows that people use passive voice more frequently to describe instances of domestic violence with male, rather than female perpetrators. Furthermore, when people read passive voice, compared to active voice, accounts of rape, they perceive more responsibility to victims and less responsibility to perpetrators.

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Comprehension

Answer Location: The Influence of Gendered Language on Perceptions

Difficulty Level: Medium

5. Schwarz and colleagues sample of 700 million words, phrases, and topics in Facebook messages created word clouds to visually represent male and female communication. Briefly summarize sex differences in these word clouds.

Ans: Men use profanity more frequently than women. Women use more emotion words and more social words and symbols. Men use the possessive “my” more when mentioning significant others and men also are more likely to talk about objects.

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Knowledge

Answer Location: Social Media

Difficulty Level: Easy

6. Describe what emotional intelligence is and briefly summarize what sex differences, if any, emerge with respect to emotional intelligence.

Ans: Emotionally intelligent people show awareness of their own and others’ emotions, manage their own and others emotions well, and use their emotions effectively to solve problems and facilitate actions. Men tend to estimate their emotional intelligence higher than women do, but women score higher than men on various measures of emotional intelligence.

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Knowledge

Answer Location: Empathy and Emotional Intelligence

Difficulty Level: Easy

# Essay

1. What is the Whorfian hypothesis? Describe the results of two studies that support the Whorfian hypothesis and explain why they support it.

Ans: The Whorfian hypothesis proposes that a person who uses one set of words or speaks one language may actually see the world differently than a person who uses a different set of words or speaks a different language. Students’ examples of studies that support the Whorfian hypothesis will vary. For instance, examples may include, Stout & Dasguta’s (2011) study that found having an interviewer speak in the generic masculine decreased women’s sense of belonging and identification with the job; Wasserman and Weseley, (2009) found that bilingual students who were randomly assigned a survey on sexist attitudes in gendered languages reported more sexist attitudes than when they completed the same survey in nongendered languages; Frazer and Miller (2008) found that people use passive voice more frequently to describe instances of domestic violence with male compared to female perpetrators. Each of these studies demonstrates the effects of language on social perceptions.

Learning Objective: 8-1: Describe how gender-related words and language shape perceptions.

Cognitive Domain: Analysis

Answer Location: How Does Gender-Related Language Influence Social Perception?

Difficulty Level: Medium

2. Explain why the literature on sex differences in interruptions appears mixed and conflicting. What do meta-analyses of sex differences in interruptions conclude? Are there types of interruptions that show consistent sex differences? If so, describe them and explain when men and women may each be more likely to interrupt.

Ans: There are large discrepancies across studies of sex differences in interruptions partly because there are many different ways for researchers to define interruptions. Meta-analyses have found either small or no sex differences in interruption when collapsing across all studies. However, only looking at interruptions that include one speaker talking over another in a disrespectful and undermining manner do show larger, but still small sex differences favoring men. Conversely, when examining supportive interruptions--cooperative type of speech that signaled interests and affirms the speakers’ meaning--women tend to interrupt more than men. Thus, while women tend to interrupt more often in ways that build rapport, men tend to interrupt more often in ways that dominate conversation.

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Analysis

Answer Location: Who Interrupts More?

Difficulty Level: Medium

3. Describe what kind of sex differences, if any, researchers examining smiling and eye contact have discovered. Include in your summary a description of one study relevant to smiling and one relevant to eye contact. To what extent are these sex differences affected by culture?

Ans: One research study examining yearbook photos from students in kindergarten through college found that starting around fourth grade, girls smile more than boys on average. This effect replicates in photos of adults, and the finding that women smile more than men is consistent across culture. Studies examining eye contact have discovered that men tend to look at their female interaction partners more while speaking to them and look away more while listening to them, a pattern known as visual dominance. In contrast, women look at their male interaction partners more while listening than when speaking. Men’s eye contact behavior is often interpreted as a display of dominance. Norms for eye contact do, however, vary across culture. For instance, in East Asian cultures, excessive eye contact can communicate disrespect.

Learning Objective: 8-2: Analyze sex similarities and differences in verbal and nonverbal communication.

Cognitive Domain: Analysis

Answer Location: Smiling and Eye Contact

Difficulty Level: Medium

4. What makes the question, “Who is more emotional – women or men?” complicated and difficult to answer? Explain two different ways of interpreting this question, then provide an answer for whether men or women are more emotional according to both interpretations. Support you answer with research findings.

Ans: Answer will vary. The question of whether men or women are more emotional is complicated because it can be interpreted as referring to whether there are sex differences in how much people feel and experience emotions versus sex differences in how openly people express emotions. Evidence for each of these interpretations can be based on a variety of studies in the text. For instance: Girls and women report experiencing more affiliative emotions, such as warmth, and vulnerable emotions, such as sadness and anxiety. Boys and men report experiencing more anger and pride. However, these sex differences do not always emerge when examined using physiological indices or naturalistic observations. Thus, observed sex differences in experienced emotions may be driven by gender roles and stereotypes rather than actual differences in subjective experiences. However, even the evidence supporting sex differences in emotions shows that men and women experience different emotions. Sex differences in emotional expression are more consistent. Girls tend to express more other oriented positive emotions (e.g., sympathy) and inward focused negative emotions (e.g., fear and shame) than boys, who show more outward focused emotions (e.g., anger) than girls. Girls and women tend to be more emotionally expressive than boys and men, and they tend to convey emotions more accurately. Overall, it is difficult to answer whether men or women are more emotional. Evidence for differences in the experience of emotions is mixed across types of measures (e.g., self-report vs physiological). However, evidence that women are slightly more emotionally expressive is more consistent, but men do tend to facially display certain emotions, such as anger, more than women.

Learning Objective: 8-4: Evaluate how status, power, and culture shape sex differences in communication.

Cognitive Domain: Analysis

Answer Location: Emotional Experience and Expression

Difficulty Level: Medium