

## TECEP® Test Description for PSY-2700-TE

### THE PSYCHOLOGY OF GENDER

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This exam assesses students' knowledge of the psychological literature on gender, including the biological, psychological, and social factors associated with gender differences and similarities in affect, behavior, and cognition. The social construction of gender, with respect to social context and time period, will be assessed in terms of social theory and schema development. More specifically, this exam will assess the influence of gender roles on psychological health, interpersonal relationships, and experiences in social settings. Students will apply gender theories and research, including portrayals of gender in the media and gender-related issues, such as sexual harassment, toxic masculinity, violence, and the wage gap. Topics assessed will include definitions of gender, including gender identity and expression beyond the gender binary. Students will be expected to define the terminology, research, and theory discussed in the readings, and demonstrate an understanding of applied research methods. (3 credits)

- **Test format:**
    - 60 multiple-choice questions (1 point each)
    - 4 essay questions (10 points each)
  - **Passing score:** 65% (points). Your grade will be reported as CR (credit) or NC (no credit).
  - **Time limit:** 2 hours
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### OUTCOMES ASSESSED ON THE TEST

- TO 1** Summarize psychological concepts, theories, and research findings related to gender.
  - TO 2** Analyze sources of bias and validity of claims, regarding the psychology of gender.
  - TO 3** Differentiate among the concepts of sex, gender, gender identity, gender expression, and sexual orientation.
  - TO 4** Explain how cultural norms, values, and social structures shape the construction, experience, and expression of sex and gender.
  - TO 5** Apply gender concepts, theories, and research findings to real-world situations and events.
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## TOPICS ON THE TEST AND THEIR APPROXIMATE DISTRIBUTION

The table below indicates the main topics covered by this exam and the approximate percentage of the exam devoted to each main topic. Under the main topic heading is a list of related but more specific topics. It is important to review these topics to determine how much prior knowledge you have and/or how much additional study is necessary. To assist with refreshing and enhancing your knowledge of the ideas, concepts, and theories for this subject, links to free and openly licensed review materials are included for each topic.

Psychological Theory and Research Related to Gender (15%)	
<b>Sub-Outcomes Assessed:</b>	
<b>TS 1.1</b>	Define terms related to specific biological, psychological, and social aspects of gender. [TO 3]
<b>TS 1.2</b>	Describe how social norms and expectations affect gender identity and expression. [TO 4]
<b>TS 1.3</b>	Compare the different psychological theories influencing research and theory since the 1960s. [TO 1, TO 5]
<b>TS 1.4</b>	Apply appropriate research methods for specific questions and hypotheses. [TO 1]
Topic	Resource
Defining terms	It's Pronounced Metrosexual: <a href="#">Genderbread Person</a> TEDxRanier: <a href="#">Beyond the Gender Binary</a> [YouTube]
Early theories and research on gender	Zosuls, K. M., Miller, C. F., Ruble, D. N., Martin, C. L., & Fabes, R. A. (2011). <a href="#">Gender Development Research in Sex Roles: Historical Trends and Future Directions</a> . <i>Sex roles</i> , 64(11-12), 826–842.
Gender and status (or power)	TED Talk: <a href="#">Why Gender Equality is Good for Everyone—Men Included</a> [YouTube]
Social and Developmental Aspects of Gender (20%)	
<b>Sub-Outcomes Assessed:</b>	
<b>TS 2.1</b>	Evaluate the research on the accuracy of gender stereotypes. [TO 1]



<p><b>TS 2.2</b> Discuss the social consequences of violating prescriptive and proscriptive gender stereotypes. [TO 4]</p> <p><b>TS 2.3</b> Explain how nature and nurture both contribute to the development of sex and gender. [TO 3]</p> <p><b>TS 2.4</b> Differentiate between social learning and cognitive theories of gender development. [TO 1]</p> <p><b>TS 2.5</b> Explain how sex and gender influence biological, social, and identity changes across the lifespan. [TO 3]</p> <p><b>TS 2.6</b> Evaluate how cultural ideals and gender shape the experiences that impact relationships. [TO 4, TO 5]</p>	
Topic	Resource
Gender stereotypes	<p><i>Psychology of Gender</i>: <a href="#">Module 3</a> and <a href="#">Module 4</a></p> <p><a href="#">Girl toys vs boy toys: The experiment - BBC Stories</a> [YouTube]</p>
Gender roles	<p>Open Source Psychometrics Project: <a href="#">Open Sex-Role Inventory</a></p>
Gender identity development	<p>Koenig A. M. (2018). <a href="#">Comparing Prescriptive and Descriptive Gender Stereotypes About Children, Adults, and the Elderly</a>. <i>Frontiers in psychology</i>, 9, 1086.</p>
Gender and relationships	<p>Thompson, D. (2010). <a href="#">Gender differences in emotional health</a>. Everyday Health.</p> <p><a href="#">Gender Roles and the Rules of Dating</a> [YouTube]</p> <p>Felmlee, D., Sweet, E., &amp; Sinclair, H. C. (2012). <a href="#">Gender Rules: Same- and Cross-Gender Friendships Norms</a>. <i>Sex roles</i>. Springer.</p>
<b>Biological and Cognitive Aspects of Gender (15%)</b>	
<b>Sub-Outcomes Assessed:</b>	
<p><b>TS 3.1</b> Explain how chromosomes, genes, and hormones shape sex differentiation in both typical and atypical (intersex) cases. [TO 1, TO 3]</p>	



<p><b>TS 3.2</b> Identify the biological and sociocultural factors that shape sex assignment and gender identity. [TO 3, TO 4]</p> <p><b>TS 3.3</b> Analyze the evidence for sex differences in the brain and cognition. [TO 1]</p> <p><b>TS 3.4</b> Evaluate the research on cognitive performance regarding similarities and differences across gender [TO 2]</p>	
Topic	Resource
Biological gender: Sex assigned at birth	<p><i>Psychology of Gender</i>: <a href="#">Module 6</a> and <a href="#">Module 7</a></p> <p>The Embryo Project Encyclopedia: <a href="#">David Reimer and John Money Gender Reassignment Controversy: The John/Joan Case</a></p> <p><a href="#">Dr. Money And The Boy With No Penis</a> [YouTube]</p> <p>American Psychological Association: <a href="#">APA Style - Gender As/Is: What It's Like To Be Intersex</a> [YouTube]</p>
Biological maturation	<p>Personal Genetics Education Project: <a href="#">Sex, Gender, and Genetics</a></p>
Gender and neuroscience	<p>What makes it tick? <a href="#">Male &amp; female brains: same difference?</a> [YouTube]</p> <p>NPR Health: <a href="#">Nature, Nurture, And Our Evolving Debates About Gender</a> [Podcast]</p>
Gender and cognition	<p>NPR Science: <a href="#">Gender Differences and Cognitive Abilities</a> [Podcast]</p> <p>AsapSCIENCE: <a href="#">Are Boys Smarter Than Girls?</a> [YouTube]</p>
<p><b>How Gender Roles and Expectations Affect Physical and Mental Health (15%)</b></p>	
<p><b>Sub-Outcomes Assessed:</b></p> <p><b>TS 4.1</b> Examine biological and social causes for gender gaps in health and longevity. [TO 4]</p> <p><b>TS 4.2</b> Analyze the roles of race, social class, sexual orientation, gender identity, and</p>	



intersectionality in physical health. [TO 4]

**TS 4.3** Analyze the various factors that contribute to sex differences in rates of internalizing and externalizing disorders. [TO 1]

**TS 4.4** Evaluate the roles of sex and gender in help-seeking, happiness and well-being. [TO 4, TO 5]

Topic	Resource
Physical health <ul style="list-style-type: none"> <li>Stress and allostatic load</li> <li>Gender-specific health concerns</li> <li>Life expectancy</li> </ul>	<p><i>Psychology of Gender</i>: <a href="#">Module 8</a> and <a href="#">Module 9</a></p> <p>Hammarström, A., Hensing, G. (2018). <a href="#">How gender theories are used in contemporary public health research</a>. <i>Int J Equity Health</i>, 17, 34.</p> <p>American Psychological Association: <a href="#">Gender and Stress</a></p> <p>Assari, S. (2017). <a href="#">If men are favored in society, why do they die younger?</a> LiveScience.</p> <p>Women's Health Research at Yale: <a href="#">Do Gender Differences Matter In Health Outcomes?</a> [YouTube]</p> <p>TEDxTalks: <a href="#">Sex, gender, &amp; health -- one size doesn't fit all: Dr. Justina Trott at TEDxABQWomen</a> [YouTube]</p>
Mental health <ul style="list-style-type: none"> <li>Diathesis stress model</li> <li>Internalizing vs. externalizing disorders</li> </ul>	<p>Pappas, S. (2019). <a href="#">APA issues first-ever guidelines for practice with men and boys</a>. <i>Monitor on psychology</i>, 50(1).</p> <p><a href="#">CIHR Video - Mental Illness and Gender - Adrianna Mendrek, CIHR Institute of Gender and Health</a> [YouTube]</p> <p>TED: <a href="#">There's no shame in taking care of your mental health   Sangu Delle</a> [YouTube]</p> <p>American Psychological Association: <a href="#">Speaking of Psychology: How masculinity can hurt mental health</a> [Podcast]</p> <p>Anderssen, N., Sivertsen, B., Lonning, K. J., &amp; Malterud, K. (2020). <a href="#">Life satisfaction and mental health among transgender students in Norway</a>. <i>BMC Public Health</i>, 20 (138).</p> <p>TransLifeline: <a href="#">Health &amp; wellness</a></p>



## Power, Sexism, and Discrimination (15%)

### Sub-Outcomes Assessed:

- TS 5.1** Explain how power and status shape the experiences of individuals and groups. [TO 4]
- TS 5.2** Examine different theoretical perspectives on sexism and gender inequality. [TO 1]
- TS 5.3** Explain the consequences of different types of gender discrimination. [TO 1, TO 5]
- TS 5.4** Evaluate how status, power, and culture shape gender differences in communication and emotional expression. [TO 4]
- TS 5.5** Discuss biological and sociocultural factors that explain gender differences in gender-based aggression. [TO 2, TO 4]

Topic	Resource
Sexism	TED Talk: <a href="#">Why I'm done trying to be "man enough" - Justin Baldoni</a> [YouTube]  United Nations: <a href="#">Gender Equality</a>
Interpersonal dynamics	Hammond, M., Milojev, P., Huang, Y., & Sibley, C. (2017). <a href="#">Benevolent Sexism and Hostile Sexism Across the Ages</a> . <i>Social Psychological and Personality Science</i> . 9.
Toxic masculinity	<a href="#">What is Toxic Masculinity?</a> [YouTube]  Understanding Prejudice: <a href="#">The Ambivalent Sexism Inventory</a>
Aggression and Violence	TEDxVienna: <a href="#">Sexual Conflict in Human Mating - David Buss</a> [YouTube]  <a href="#">In the Expert's Chair with Dr. David Buss</a> [YouTube]

## Gender in Education and the Workplace (20%)

### Sub-Outcomes Assessed:

- TS 6.1** Evaluate factors that influence the gendered division of labor in the home. [TO 4]
- TS 6.2** Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups. [TO 5]



<p><b>TS 6.3</b> Explain the gender wage gap and the various theories that account for it. [TO 5]</p> <p><b>TS 6.4</b> Analyze the challenges and benefits of work-life balance and relevant factors, such as parental leave and flexible work arrangements. [TO 5]</p> <p><b>TS 6.5</b> Apply research on gender and cognitive performance to real-world issues, such as educational systems, school performance, and gender disparities in STEM disciplines. [TO 1, TO 5]</p>	
Topic	Resource
Education: equity and inclusion	<i>Psychology of Gender</i> : <a href="#">Module 10</a> and <a href="#">Module 11</a>
Work: equity and inclusion	<a href="#">A glass ceiling - or a broken ladder? - BBC News</a> [YouTube]
Gender and politics	Pew Research Center: <a href="#">Women and Leadership 2018</a>
Social change: equity and inclusive practices and policies	<p>Caprino, K. (2017). <a href="#">What is Feminism, and Why Do So Many Women and Men Hate It?</a> <i>Forbes</i>.</p> <p>Howard University Law Library: <a href="#">Feminism and Intersectionality</a></p>

## STUDY MATERIALS

We encourage you to explore these resources to make sure that you are familiar with multiple perspectives on the topics above. All of these resources are openly licensed, which means that they are free to be [revised, remixed, reused, redistributed, and retained](#), so long as their unique terms are followed. You can learn more about open licensing [here](#).

Resource Licensing Guide	
Title	License
McRaney, K., Bridley, A., & Daffin, L.W. Jr. (2019). <a href="#">The Psychology of Gender</a> (1 <sup>st</sup> ed). Opentext. <ul style="list-style-type: none"> <li>• <a href="#">Module 1</a></li> <li>• <a href="#">Module 2</a></li> </ul>	<a href="#">CC BY-NC-SA 4.0</a>



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## SAMPLE QUESTIONS

The questions below are designed to help you study for your TECEP. Answering these questions does not guarantee a passing score on your exam.

Please note that the questions below **will not** appear on your exam.

### Multiple-Choice Questions

1. Which of the following refers to fairness and justice in the distribution of benefits and responsibilities between women and men?
  - a. Gender equality
  - b. Gender equity
  - c. Gender inclusion
  - d. Gender role
2. Categories such as heterosexual, gay, and lesbian refer to \_\_\_\_\_. Categories such as cisgender, transgender, and genderqueer refer to \_\_\_\_\_.
  - a. sex; gender
  - b. biological identities; cultural identities
  - c. sexual orientation; gender identities
  - d. group identities; individual identities
3. In terms of the socialization messages children receive from the media and how much media children are exposed to, what do psychologists recommend additional research on?
  - a. The effects of media on gender-related self-concepts and behaviors
  - b. Child-rearing techniques learned from the media
  - c. Gender differences in gaming
  - d. Gender preferences for media sites





4. If researchers want to know more about parent-child interactions, they may design a study instructing parent and child dyads to engage in planned tasks such as playing with toys or eating a meal. What is the most appropriate method for conducting this research?
- A survey
  - A case study
  - A lab experiment
  - An interview
5. Which of the following is a defining feature of stereotyping?
- Characterizing individuals according to group-level traits
  - Applying negative attitudes toward strangers
  - Ascribing unfavorable traits to minorities
  - Being explicitly and consciously aware of group-level attitudes
6. What is true about implicit gender stereotypes?
- They tend to be more positive about women than men.
  - They focus on internal traits that affect relationships.
  - They are used automatically but exist subconsciously.
  - They focus on people's nature rather than their ability.
7. Which of the following refers to any behavior that interrogates or humiliates an individual based on their sex, sexual orientation, or gender identity?
- Sex-based harassment
  - Sex-based bias
  - Sexual assault
  - Sexual prejudice
8. Evolutionary theorists propose that male bodies evolved to prioritize \_\_\_\_\_, while female bodies evolved to prioritize \_\_\_\_\_.
- passing on their genes; ensuring the genes of their mates are passed on
  - self-preservation, procreation
  - procreation, self-repair
  - survival; signaling attractiveness



9. Which of the following represents a cognitive developmental approach to explaining children's acquisition of gender identity?
- a. Parents are likely to praise boys more than girls for athletic performance.
  - b. Children tend to develop schemas, which organize their thoughts about females and males.
  - c. Children are more likely to imitate children of the same gender than to imitate children of another gender.
  - d. Sex hormones and other biological factors are especially important in shaping children's gender typing.
10. According to social psychologists, which of the following is a necessary component of aggression?
- a. Intention
  - b. Emotion
  - c. Premeditation
  - d. Physical contact
11. Social learning theories are criticized for characterizing children as \_\_\_\_\_, while cognitive theories are criticized for deemphasizing the role of \_\_\_\_\_.
- a. more intelligent than they really are; biological factors
  - b. passive recipients of their environment; culture
  - c. prejudiced and dependent on stereotypes; society
  - d. cognitive misers; education
12. What is one way in which women's selection of mates differs from that of men?
- a. Women report that intelligence is important, while men report that sense of humor is important.
  - b. Women report that ambition is important, while men report that good looks are important.
  - c. Women report that financial stability is important, while men report that emotional stability is important.
  - d. Women report that social ability is important, while men report that education is important.
13. How do women's same-sex friendships differ from men's same sex-friendships?
- a. Women have higher levels of social support, while men have more shared activities.
  - b. Women have more shared activities, while men have higher levels of social support.
  - c. Women have higher levels of shared emotions, while men have higher levels of personal disclosure.
  - d. Women have more discussions of impersonal topics, while men have more shared activities.
14. What determines a person's sex at birth?



- a. A combination of external genitalia and hormones
  - b. combination of external genitalia and sex chromosomes
  - c. A combination of chromosomes, genes, hormones, and internal and external sex organs
  - d. The specific combination of sex chromosomes, such as XX or XY
15. Which of the following would be the best strategy for buffering against the effects of stereotype threats?
- a. Ensuring the source of the threat is subtle rather than blatant
  - b. Telling women that sex differences result from biology rather than environment
  - c. Increasing the salience of social identity rather than individual identity
  - d. Having individuals write about activities they excel at prior to taking a test
16. Which of the following refers to the cognitive, motivational, and behavioral tendencies that regulate the experience, conduct, and expression of sexuality?
- a. Gender self-concept
  - b. Gender identity
  - c. Sexual fluidity
  - d. Sexual orientation
17. Suppose that a friend of yours says, "The problem with feminists is that they make a big deal about little things, like you have to say 'chairperson' instead of 'chairman.'" Based on your understanding of the masculine generic, how would you respond?
- a. "Feminists no longer complain about the language issue because they are now concerned about more important things."
  - b. "People are still using gender-biased language just as often as they did 30 years ago."
  - c. "People now believe that words like 'chairman' are gender neutral."
  - d. "People do not consider words like 'chairman' to be gender neutral."
18. What can be concluded about gender differences in what men and women talk about?
- a. Women gossip to a much greater extent than men.
  - b. No overall differences exist in conversational topics.
  - c. Men are more likely to talk about work, whereas women are more likely to talk about past relationships.
  - d. The similarities in conversational topics outweigh the differences.



19. Which of the following is true about changes in life expectancy over the past century?
- a. The gender gap in life expectancy is larger today than it was 100 years ago.
  - b. The gender gap in life expectancy is a relatively new phenomenon.
  - c. Men's life expectancy has increased by about ten years.
  - d. Life expectancy peaked in the 1950s and has slowly declined since.
20. Leading causes of death vary by age. Which of the following causes account for the majority of the sex differences in mortality among younger individuals?
- a. Drug overdoses and cancer
  - b. Accidents and personal neglect
  - c. Accidents, suicide, and homicide
  - d. Heart disease, cancer, and strokes
21. Which type of disorder is alcohol abuse classified as?
- a. Externalizing
  - b. Internalizing
  - c. Personality
  - d. Cognitive
22. Women suffer more from divorce \_\_\_\_\_, while men suffer more \_\_\_\_\_.
- a. mentally; physically
  - b. emotionally; cognitively
  - c. socially; individually
  - d. financially; psychologically
23. The expression "boys don't cry" is an example of a(n)
- a. emotion experience
  - b. emotion rule
  - c. display rule
  - d. difference in experience between genders

### Short-Essay Question

24. Describe ambivalent sexism theory, including a comparison of hostile and benevolent sexism. Then provide an example for each component of the theory that details how it perpetuates status differences between men and women.
25. Identify one biological factor and one sociocultural factor that contribute to gender-based aggression. Summarize the evidence that supports each factor.



## ANSWERS TO SAMPLE QUESTIONS

### Multiple-Choice Questions

- |        |         |         |
|--------|---------|---------|
| 1. (b) | 10. (a) | 19. (a) |
| 2. (c) | 11. (b) | 20. (c) |
| 3. (a) | 12. (b) | 21. (a) |
| 4. (c) | 13. (a) | 22. (d) |
| 5. (a) | 14. (c) | 23. (c) |
| 6. (c) | 15. (d) |         |
| 7. (a) | 16. (d) |         |
| 8. (c) | 17. (d) |         |
| 9. (b) | 18. (d) |         |

### Short-Essay Answers:

24. According to ambivalent sexism theory, a combination of hostile and benevolent attitudes characterize the relations between women and men. Hostile sexism is an ideology that justifies men's dominance over women by portraying women as inferior to men. It consists of antagonistic and insulting beliefs about women and their roles, for instance, the beliefs that women are less competent than men, that women are moody and untrustworthy, and that women manipulate and control men sexually. Benevolent sexism consists of subjectively positive and well-intentioned beliefs about women and their importance, but it is also patronizing because it portrays women as weak and in need of protection. An example of benevolent sexism is the tendency to save "women and children first" in times of emergency. People most often direct hostile sexism at women who seek status and power or who reject traditional gender role norms and attempt to move into male-dominated spheres. Hostile sexist beliefs cast such women as manipulative, untrustworthy, and "seeking to control men." Thus, hostile sexism exerts social pressure on women when they attempt to disrupt the gender hierarchy, suppressing their efforts to seek independence and power. In contrast, people most often direct benevolent sexism at women who embrace traditional gender roles as homemakers, caregivers, and low-status workers. Such women are idealized, cherished, and protected. Thus, benevolent sexism "rewards" women who accept traditional female roles without fuss, whereas hostile sexism punishes women who reject these roles.

**5 pts** Accurately describes ambivalent sexism theory by distinguishing between hostile and benevolent sexism

**5 pts** Accurately identifies examples that detail how each component perpetuates status differences between men and women

25. Factors that influence gender-based aggression vary.. Biological factors may include testosterone or evolved jealousy. Sociocultural factors may include honor cultures, precarious manhood, power and structural gender inequality, or I<sup>3</sup> theory. Evolutionary psychologists propose that



males evolved an increased tendency for jealousy in order to avoid the problem of paternity uncertainty. In other words, males evolved a heightened sensitivity to partner infidelity in order to avoid the risk of investing resources into offspring that don't carry one's genes. Jealousy may contribute to gender-based aggression by motivating men to control their partners using violent or aggressive tactics. In support of this, studies show that jealousy is the most frequently cited reason for male-initiated intimate partner violence. Cultures of honor provide a sociocultural account of gender-based aggression. Men in honor cultures are expected to defend their own reputations and those of their family members even with violence. In these cultures, women are expected to avoid any behavior that could bring shame to their families. Marital infidelity, refusing marriage proposals, or denying partners' sex is often met with violence toward women in these cultures because of the affronts on family honor associated with each of these behaviors.

**5 pts** Accurately identifies one biological and one sociocultural factor that contributes to gender-based aggression

**5 pts** Effectively summarizes the evidence that supports each factor influencing gender-based aggression

