

Chapter 02: Communication and Personal Identity

True / False

1. The self has multiple dimensions.

- a. True
- b. False

ANSWER: True

2. Direct definitions, self-fulfilling prophecies, attachment styles, and identity scripts are all ways that the generalized other influences our self-concept.

- a. True
- b. False

ANSWER: False

3. Teachers, peers, and family members are all examples of particular others.

- a. True
- b. False

ANSWER: True

4. Direct definitions are important because they boost, rather than impair, a child's self-esteem.

- a. True
- b. False

ANSWER: False

5. Mothers are more likely than fathers to challenge children and encourage them to achieve more.

- a. True
- b. False

ANSWER: False

6. Researchers who have studied parents' interactions with children conclude that fathers and mothers typically contribute in unique and valuable ways to their children's development and self-esteem.

- a. True
- b. False

ANSWER: True

7. Reflected appraisal and direct definitions are important in shaping our self-concept in childhood, but do not affect us in adulthood.

- a. True
- b. False

ANSWER: False

8. Most psychologists believe that the basic identity scripts for our lives are formed during our teenage years.

- a. True
- b. False

ANSWER: False

9. "A good education is the key to success" is an example of an identity script.

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- a. True
- b. False

ANSWER: True

10. Fearfully attached individuals tend to feel less hope, disclose less, and experience less satisfaction with relationships than people with other attachment styles.

- a. True
- b. False

ANSWER: True

11. The attachment style an infant develops can change over the course of life.

- a. True
- b. False

ANSWER: True

12. Researchers found that people who are highly anxious about attachments are less likely to have relationship problems in collectivist cultures.

- a. True
- b. False

ANSWER: False

13. Race is no longer a consequential aspect of identity in America today.

- a. True
- b. False

ANSWER: False

14. While men and boys are criticized for breaking away from gender stereotypes, women and girls are usually praised for being assertive and competitive.

- a. True
- b. False

ANSWER: False

15. All facets of our identities, such as race, ethnicity, gender, and socioeconomic class, interact.

- a. True
- b. False

ANSWER: True

16. Today, as our society struggles with changes in women, men, and families, the ideals of manhood are being revised yet again.

- a. True
- b. False

ANSWER: True

17. People rarely cooperate in helping one another maintain face.

- a. True

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b. False

ANSWER: False

18. Men and boys are more likely to use social media as a venue for self-development.

a. True

b. False

ANSWER: False

19. The most difficult and most important thing for developing and maintaining a healthy identity is to make a commitment to personal growth.

a. True

b. False

ANSWER: True

20. It is important to gain access to information in our blind and unknown areas. One way to do this is to expand our experiences by entering unfamiliar situations, trying novel things, and experimenting with new kinds of communication.

a. True

b. False

ANSWER: True

21. Self-disclosure necessarily involves risks, such as the risk that others will not accept what we reveal or that they might use it against us.

a. True

b. False

ANSWER: True

22. One way to change your sense of self is to surround yourself with people who believe in you and encourage your personal growth.

a. True

b. False

ANSWER: True

Multiple Choice

23. "You are a very smart girl," Tammy tells her daughter. Tammy's statement is an example of a(n):

a. reflected appraisal.

b. direct definition.

c. identity script.

d. self-fulfilling prophecy.

e. social comparison.

ANSWER: b

24. The term _____, also called the looking-glass self, refers to our perception of another's view of us.

a. reflected appraisal

b. direct definition

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- c. identity script
- d. self-fulfilling prophecy
- e. social comparison

ANSWER: a

25. Members of his project group at work consistently comment on Ervin's excellent performance as team leader. Ervin begins to view himself as an effective leader and considers moving into a higher level management position. The process through which Ervin developed this sense of self at work is called:

- a. reflected appraisal.
- b. direct definition.
- c. identity script.
- d. self-fulfilling prophecy.
- e. social comparison.

ANSWER: a

26. Irene observes that on the most-recent test in her engineering class, only two students out of 60 earned higher scores than she did. She concludes that she is smarter than most of the others in class, at least in the subject of engineering. This is an example of a(n):

- a. reflected appraisal.
- b. direct definition.
- c. identity script.
- d. self-fulfilling prophecy.
- e. social comparison.

ANSWER: e

27. Attachment styles are:

- a. ways we satisfy our needs for belonging.
- b. where an individual stops and the rest of the world begins.
- c. social standpoints such as race, class, and gender.
- d. parenting patterns that teach us who we are and how to approach relationships.
- e. communication styles we use in our relationships with others.

ANSWER: d

28. Jenna believes that she doesn't have an aptitude for statistics, so doesn't put much effort into her statistics class. She performs poorly in the class, supporting her initial belief. This is an example of a(n):

- a. reflected appraisal.
- b. direct definition.
- c. identity script.
- d. self-fulfilling prophecy.
- e. social comparison.

ANSWER: d

29. Psychologists define _____ as rules for living and identity.

- a. attachment styles

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- b. identity scripts
- c. reflected appraisals
- d. social comparison
- e. none of these

ANSWER: b

30. In a study of both different and same sex couples, researchers found that couples in which both partners had _____ attachment styles had the most mutually constructive communication.

- a. anxious/ambivalent
- b. fearful
- c. secure
- d. none of these
- e. all of these

ANSWER: c

31. Nikki believes that she is lovable and that people are loving and can be trusted. Nikki has a(n) _____ attachment style.

- a. secure
- b. fearful
- c. dismissive
- d. anxious-ambivalent
- e. none of these

ANSWER: a

32. Individuals with _____ attachment styles tend to feel less hope, disclose less, and experience less satisfaction with relationships than people with other attachment styles.

- a. fearful
- b. anxious/ambivalent
- c. secure
- d. dismissive
- e. unknown

ANSWER: a

33. Edmund is very attentive and supportive to his son Mylan when he is sober, but when Edmund drinks he often ignores his son and sometimes verbally abuses him. Mylan never knows which way his father will act. If the father is Mylan's primary care giver, Mylan is likely to develop which attachment style?

- a. fearful
- b. secure
- c. anxious-ambivalent
- d. dismissive
- e. defensive

ANSWER: c

34. The perspectives of the _____ other reflect the views generally held by others in a society.

- a. emotional

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- b. generalized
- c. moral
- d. physical
- e. social

ANSWER: b

35. Many scholars argue that race:
- a. can be determined scientifically through DNA testing.
 - b. is a valid means of defining individual and group identities.
 - c. is a socially constructed category.
 - d. has little effect on identity today.
 - e. is easy to measure.

ANSWER: c

36. Who were the first to use the term "white" to describe a racial group in the area that is now the United States?
- a. Europeans when they colonized the United States
 - b. Native Americans when they first encountered white people
 - c. slave owners in the eighteenth century
 - d. Africans in the eighteenth century when they were brought to the U.S.
 - e. historians writing in the nineteenth century

ANSWER: a

37. Girls and women are expected to be caring, whereas boys and men are expected to be:
- a. independent.
 - b. supportive.
 - c. cooperative.
 - d. self-assertive.
 - e. both independent and self-assertive.

ANSWER: e

38. All of the following are panes of the Johari Window EXCEPT:
- a. open
 - b. blind
 - c. hidden
 - d. known
 - e. unknown

ANSWER: d

39. Information that we know about ourselves but choose not to reveal to most others is found in which area of the Johari Window?
- a. open
 - b. blind
 - c. hidden
 - d. known

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e. unknown

ANSWER: c

40. Information that is known both to us and to others is found in which area of the Johari Window?

a. open

b. blind

c. hidden

d. known

e. unknown

ANSWER: a

41. The _____ area of the Johari Window consists of your untapped resources, your untried talents, and your reactions to experiences you've never had.

a. blind

b. open

c. hidden

d. known

e. unknown

ANSWER: e

42. The _____ area of the Johari Window contains information that others know about us but we don't know about ourselves.

a. open

b. blind

c. hidden

d. known

e. unknown

ANSWER: b

43. Stanton is giving a speech for the first time. He thinks he is doing well, but his audience can tell that he is very insecure and nervous. This example can be categorized into which part of the Johari window.

a. Open area

b. Blind area

c. Hidden area

d. unknown area

e. Deceptive area

ANSWER: b

44. All of the following are risks to self-disclosing communication EXCEPT:

a. others may reject us

b. others may think less of us

c. others may violate our confidences

d. others may increase closeness with us

e. none of these

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ANSWER: d

45. A key foundation for improving your self-concept is:
- a. setting goals that are difficult to attain.
 - b. recognizing that the self is easy to transform.
 - c. keeping ideas about change vague and abstract.
 - d. knowing that you're the best you can be.
 - e. accepting the self as in process and able to change.

ANSWER: e

46. Telling ourselves that we're no good, we can't do something, or there's no point in trying to change is a hurtful form of self-talk called:
- a. self-sabotage.
 - b. identity scripting.
 - c. reflected appraisal.
 - d. self-disclosure.
 - e. social comparison.

ANSWER: a

47. All of the following are guidelines for improving self-concept EXCEPT:
- a. Make a firm commitment to personal growth.
 - b. Gain and use knowledge to support personal growth.
 - c. Set goals that are realistic and fair.
 - d. Seek contexts that support personal change.
 - e. Avoid self-disclosure.

ANSWER: e

Essay

48. Recall the story about Ramu (the wolf boy) that was discussed in Chapter 1. Was Ramu human or not? Explain your answer in terms of how particular others and the generalized other affect human identity development.

ANSWER: Responses will vary. Look for students to incorporate Mead's argument that the self arises through symbolic communication with the generalized other (views of society) and particular others (e.g., close friends, family members, significant people in our lives). See p. 46-59

49. Discuss the influence of particular others and the generalized other in creating an individual's sense of identity. Incorporate concrete examples into your response.

ANSWER: The view of the generalized other represents the perspectives, values, and experiences of society. We learn these views of the generalized other through our interactions with particular others. Further, the views of the generalized other are reflected in various media channels and social institutions (such as the judicial system, marriage, education, etc.). Interaction with particular others shapes our self-concepts, especially through direct definitions, identity scripts, attachment styles, reflected appraisals, and through a process of social comparison. See p. 47-59

50. Given what you know about the culture in which you grew up, speculate about what aspects of the generalized other

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would be similar if you grew up in a different culture. What aspects of the generalized other do you think would be different if you grew up in a different culture? Why? In defining the culture in which you grew up, consider the type of family, region of the country, size of community, and religious affiliation as well as the race, class, gender, and sexual preference/orientation mentioned in the text.

ANSWER: Responses will vary. Look for students to be reflective about their own practices and to make explicit taken-for-granted assumptions about aspects of their culture. Refer to p. 54-59 for discussions of race, gender, sexual orientation, and social class. Also look for students to discuss the intersections of these social categories (see p. 58 for this discussion).

51. Explain the concept of self-sabotage.

ANSWER: See p. 67 for self-sabotage. Students could also discuss self-sabotage as self-fulfilling prophecy that is in a negative loop or cycle and discuss how self-sabotage may stem from internalizing the communication of downers and vultures.

52. Compare and contrast the four different styles of attachments and illustrate each style with an example. In your response, be sure to define attachment styles and explain how they affect our lives as adults.

ANSWER: Attachment styles are patterns of parenting that teach us who we and others are and how to approach relationships. See p. 51-54 for a discussion and illustration of all four. Look for students to discuss how patterns we learn early on in life affect our adult relationships.

53. Compare and contrast the four different areas of the Johari window and illustrate each area with an example. In your response, be sure to define each area.

ANSWER: The Johari window contains four areas: open, blind, hidden, and unknown. See p. 63 for examples of each area. Look for students to discuss the differences among the different areas.

54. Discuss the role of parents in socializing children. Name three differences on how fathers and mothers differ in the way they socialize with their children

ANSWER: Fathers are more likely to challenge, tolerate risks, experiment with unfamiliar activities, focus on playing with their children, and roughhousing. Mothers specialize in protecting children, accept children at their current levels, and spend more time in caretaking activities. See discussion on p. 49.

55. What is the Self? How does culture affect the concept of when social identity begins?

ANSWER: See p. 46 "What is the self". Cultures vary on how they view the self and even when they believe that social identity begins.