

Chapter 2: Studying Sex and Gender

Test Bank

Multiple Choice

1. Which of the following is FALSE about sex and math ability?

- A. Girls tend to have higher math anxiety than boys.
- B. Girls would likely score higher than boys on math tests if not for math anxiety.
- C. Math performance is predicted less by sex than by socioeconomic status.
- D. Large-scale reviews show no overall sex differences in math performance.

Ans: B

Learning Objective: 2-1: Evaluate the meaning of sex differences.

Cognitive Domain: Knowledge

Answer Location: Studying Sex and Gender

Difficulty Level: Easy

2. Which of the following is FALSE regarding common beliefs about sex differences?

- A. Young girls have been found to be slightly more talkative than young boys.
- B. Part of the reason women are reluctant to engage in casual sex is because they do not expect it to be pleasurable.
- C. Adult women tend to use more verbose language than adult men.
- D. Women and men perform similarly on tests of math ability.

Ans: C

Learning Objective: 2-1: Evaluate the meaning of sex differences.

Cognitive Domain: Knowledge

Answer Location: Studying Sex and Gender

Difficulty Level: Easy

3. Imagine Mark is studying sex differences in emotional expression. His study contains measures for seven different types of emotional expression. He finds that women score higher on one of these and men score higher on another one. He interprets his findings as suggesting largely different styles of emotional expression across men and women.

Mark's interpretation indicates a _____ approach.

- A. biological
- B. cross-cultural
- C. minimalist
- D. maximalist

Ans: D

Learning Objective: 2-1: Evaluate the meaning of sex differences.

Cognitive Domain: Application

Answer Location: What Is the Meaning of Difference?

Difficulty Level: Hard

4. When psychologists report discovering sex differences on some variable (e.g., optimism) what do they typically mean by this?

- A. that these differences emerge from distinct biological sex categories
- B. that the difference between sexes has a large effect size
- C. that the difference has a practical level of significance
- D. that the observed difference is unlikely to have occurred due to chance

Ans: D

Learning Objective: 2-1: Evaluate the meaning of sex differences.

Cognitive Domain: Comprehension

Answer Location: What Is the Meaning of Difference?

Difficulty Level: Medium

5. Some gender researchers argue that a maximalist approach is problematic because _____.

- A. it ignores important sex differences
- B. it perpetuates overgeneralized beliefs about the sexes
- C. it prioritizes the effects of culture too strongly over biology
- D. research on sex differences cannot be objective

Ans: B

Learning Objective: 2-1: Evaluate the meaning of sex differences.

Cognitive Domain: Comprehension

Answer Location: What Is the Meaning of Difference?

Difficulty Level: Medium

6. Which of the following does NOT accurately describe science?

- A. It most heavily emphasizes evidence that is consistent with theory.
- B. It is defined more by its methods than by its contents.
- C. Repeating experiments over again is a key step in conducting science.
- D. Scientific research often relies on evidence that is probabilistic.

Ans: A

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Comprehension

Answer Location: What Is Science?

Difficulty Level: Medium

7. Which of the following is typically the first step in the scientific method?

- A. study design
- B. replication
- C. hypothesis generation
- D. data collection

Ans: C

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Knowledge

Answer Location: The Scientific Method
Difficulty Level: Easy

8. Which of the following is the best example of a hypothesis?
- A. An observation that men tend to walk faster in pairs than when alone.
 - B. The idea that judgments are driven more by emotion than by conscious reasoning.
 - C. The belief that people rationalize unfairness in order to avoid cognitive dissonance.
 - D. A prediction that women will score higher on a test of verbal ability than men.

Ans: D

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Application

Answer Location: The Scientific Method
Difficulty Level: Hard

9. A testable prediction regarding the outcome of a study is called a(n) _____.
- A. theory
 - B. hypothesis
 - C. replication
 - D. boundary condition

Ans: B

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Knowledge

Answer Location: The Scientific Method
Difficulty Level: Easy

10. Which of the following best represents the order of the scientific process?
- A. generate hypothesis → replicate → collection and analysis → study design
 - B. generate hypothesis → study design → collection and analysis → disseminate results
 - C. study design → generate hypothesis → disseminate results → collection and analysis
 - D. study design → collection and analysis → generate hypothesis → disseminate results

Ans: B

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Comprehension

Answer Location: The Scientific Method
Difficulty Level: Medium

11. _____ methods allow researchers to turn their variables of interest into numbers.
- A. Quantitative

- B. Qualitative
- C. Experimental
- D. Correlational

Ans: A

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Knowledge

Answer location: Quantitative Research Methods

Difficulty Level: Easy

12. Researchers manipulate the _____ variable and observe changes in the _____.

- A. mediator; moderator
- B. moderator; independent
- C. dependent; mediator
- D. independent; dependent

Ans: D

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Knowledge

Answer Location: Experimental Designs

Difficulty Level: Easy

13. Which of the following is NOT crucial to making causal inferences from a study?

- A. random assignment
- B. manipulation
- C. a representative sample
- D. holding other variables constant

Ans: C

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Knowledge

Answer Location: Experimental Designs

Difficulty Level: Easy

14. Experimental methods in gender research can be especially challenging because _____.

- A. the independent and dependent variables are difficult to operationalize
- B. sex and gender identity cannot be easily or ethically manipulated
- C. self-report measures of gender identity are especially unreliable
- D. the field is more prone to bias than other social science research

Ans: B

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Comprehension

Answer Location: Experimental Designs

Difficulty Level: Medium

15. Consider a research study that brings participants into the laboratory one at a time where they have a brief social interaction with an accomplice. Researchers measure the amount of time each participant spends making eye contact during the interaction. They then compare eye contact duration of male and female participants. Which design best describes the above study?

- A. experiment
- B. ex post facto
- C. qualitative
- D. person-by-treatment

Ans: B

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Application

Answer Location: Experimental Designs

Difficulty Level: Hard

16. Tracy examines sex differences in verbal ability by comparing Scrabble scores across hundreds of male and female participants. She predicts female participants will score higher on average than male participants; however, the results reveal no difference. This is called a _____ result.

- A. significant
- B. mediating
- C. null
- D. negative

Ans: C

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Application

Answer Location: Experimental Designs

Difficulty Level: Hard

17. Naturally occurring features of research participants that are measured instead of manipulated are called _____ variables.

- A. dependent
- B. participant
- C. mediating
- D. observational

Ans: B

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Knowledge

Answer Location: Ex Post Facto Designs

Difficulty Level: Easy

18. _____ refer to instances when the strength or direction of the association between an independent and dependent variable differ as a function of another variable.

- A. Bivariate correlations
- B. Mediation effects
- C. Interaction effects
- D. Third variable problems

Ans: C

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Knowledge

Answer Location: Quasi-Experimental

Difficulty Level: Easy

19. The value of a correlation coefficient describes both _____ and_____.

- A. reliability; significance
- B. reliability; strength
- C. significance; direction
- D. strength; direction

Ans: D

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Knowledge

Answer Location: Correlational Designs

Difficulty Level: Easy

20. One limitation of correlational designs is _____.

- A. small sample sizes
- B. the third variable problem
- C. dependence upon self-report measures
- D. lack of external validity or generalizability

Ans: B

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Knowledge

Answer Location: Correlational Designs

Difficulty Level: Easy

21. A key difference between cross-sectional and longitudinal designs is that _____.

- A. cross-sectional designs are experimental and longitudinal are correlational
- B. longitudinal designs are immune to third variable problems
- C. longitudinal designs can reduce causal ambiguity
- D. cross-sectional designs produce more generalizable results

Ans: C

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Comprehension
Answer Location: Correlational Designs
Difficulty Level: Medium

22. Imagine Sandy is conducting a longitudinal study on exposure to violent pornography and hostile attitudes towards women. She finds that exposure to violent photography at time 1 predicts hostile attitudes towards women at time 2. But she also finds that hostile attitudes at time 1 predict exposure to violent pornography at time 2. Which of the following is the BEST interpretation of Sandy's findings?

- A. Exposure to violent pornography causes hostile attitudes towards women.
- B. Hostile attitudes towards women cause people to watch violent pornography.
- C. The causal relationship between violent pornography and hostile attitudes likely works in both directions.
- D. There is no causal relationship between violent pornography and hostile attitudes towards women.

Ans: C

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Application

Answer Location: Correlational Designs

Difficulty Level: Hard

23. Which of the following is TRUE of qualitative research methods?

- A. They are the most popular method in psychology.
- B. They rely upon inferential statistics.
- C. They are more concerned with trends in large populations over contextualized experiences.
- D. They emphasize depth over breadth and subjective interpretations over objective reality.

Ans: D

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Comprehension

Answer Location: Qualitative Research Methods

Difficulty Level: Medium

24. Which of the following is NOT an example of a qualitative method?

- A. conducting one-on-one interviews with victims of cyber bullying
- B. examining arresting court records, personal histories, and media releases for perpetrators of domestic terrorism
- C. administering the Big Five personality inventory to a group with ADHD
- D. conducting group sessions with victims of domestic abuse

Ans: C

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Application

Answer Location: Qualitative Research Methods
Difficulty Level: Hard

25. The qualitative method in which researchers conduct an in-depth investigation of a single entity, usually a person, providing great detail but lacking generalizability is referred to as _____.

- A. an interview
- B. a focus group
- C. ethnography
- D. a case study

Ans: D

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Knowledge

Answer location: Qualitative Research Methods

Difficulty Level: Easy

26. Crawford and Kaufman (2008) conducted interview with 20 girls rescued from sex trafficking in Nepal and then statistically summarized the main themes in the case. This type of research is best characterized as _____.

- A. mixed method
- B. qualitative
- C. quantitative
- D. quasi-experimental

Ans: A

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Application

Answer Location: Mixed Methods

Difficulty Level: Hard

27. Pushes towards qualitative methods in psychology have gained momentum for each of the following reasons EXCEPT _____.

- A. an effort to include voices and perspectives of marginalized groups
- B. quantitative research viewing women's experiences as deviations from the male norm
- C. the misleading implication of objectivity or value-neutrality in quantitative research
- D. problems with the internal validity of inferential statistics

Ans: D

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Knowledge

Answer Location: Mixed Methods

Difficulty Level: Easy

28. In meta-analyses the most typical unit of analysis is a(n) _____.

- A. effect size
- B. group average
- C. p-value
- D. confidence interval

Ans: A

Learning Objective: 2-3: Describe meta-analyses and how to interpret effect sizes of different magnitudes.

Cognitive Domain: Knowledge

Answer Location: What Do Meta-Analyses and Effect Sizes Tell Us About Sex Differences?

Difficulty Level: Easy

29. A(n) _____ is a quantitative technique for analyzing the aggregate results from a set of individual studies.

- A. literature review
- B. meta-analysis
- C. archival analysis
- D. regression

Ans: B

Learning Objective: 2-3: Describe meta-analyses and how to interpret effect sizes of different magnitudes.

Cognitive Domain: Knowledge

Answer Location: What Do Meta-Analyses and Effect Sizes Tell Us About Sex Differences?

Difficulty Level: Easy

30. Which of the following is represented by the d statistic?

- A. the likelihood that an observed difference between two groups is due to chance
- B. the direction and strength of a relationship between two variables in unstandardized units
- C. the amount of spread, or deviations around the mean, in a variable
- D. the difference between two groups in standardized units

Ans: D

Learning Objective: 2-3: Describe meta-analyses and how to interpret effect sizes of different magnitudes.

Cognitive Domain: Knowledge

Answer Location: Effect Sizes

Difficulty Level: Easy

31. Why do researchers standardize variables or express them in standard deviation units?

- A. to increase the reliability of measurement scales
- B. to make meaningful comparisons across different scales
- C. to make distributions less skewed
- D. to decrease the variability and spread of the data

Ans: B

Learning Objective: 2-3: Describe meta-analyses and how to interpret effect sizes of different magnitudes.

Cognitive Domain: Comprehension

Answer Location: Effect Sizes

Difficulty Level: Medium

32. Standard deviation is a measure of _____.

A. variability

B. reliability

C. mean difference

D. association

Ans: A

Learning Objective: 2-3: Describe meta-analyses and how to interpret effect sizes of different magnitudes.

Cognitive Domain: Knowledge

Answer Location: Effect Sizes

Difficulty Level: Easy

33. All of the following contribute to a larger effect size EXCEPT _____.

A. an increased difference between two means

B. high between-group variance

C. low within-group variance

D. large sample size

Ans: D

Learning Objective: 2-3: Describe meta-analyses and how to interpret effect sizes of different magnitudes.

Cognitive Domain: Comprehension

Answer Location: Effect Sizes

Difficulty Level: Medium

34. What do researchers mean when they describe a difference as statistically significant?

A. that the variance in one variable is significantly greater than the variance in other

B. that there is a 95% chance that one variable caused a change in another

C. that the effect size is large

D. that it is very unlikely that the observed difference resulted merely from chance

Ans: D

Learning Objective: 2-3: Describe meta-analyses and how to interpret effect sizes of different magnitudes.

Cognitive Domain: Comprehension

Answer Location: Effect Sizes

Difficulty Level: Medium

35. Laura is studying the effect size of sex differences in vertical jumps and finds a d of .87. She concludes the effect size is _____.

- A. large
- B. medium
- C. small
- D. null

Ans: A

Learning Objective: 2-3: Describe meta-analyses and how to interpret effect sizes of different magnitudes.

Cognitive Domain: Knowledge

Answer Location: Effect Sizes

Difficulty Level: Easy

36. Which of the following refers to the difference between the average values for each group?

- A. the within-group variance
- B. the between-group variance
- C. standard deviation
- D. the inter-group effect

Ans: B

Learning Objective: 2-3: Describe meta-analyses and how to interpret effect sizes of different magnitudes.

Cognitive Domain: Knowledge

Answer location: Effect Sizes

Difficulty Level: Easy

37. What best describes Alice Eagly and colleagues' findings from a meta-analysis on sex differences in leadership effectiveness?

- A. They found no sex differences in leadership effectiveness.
- B. Overall, men are better leaders than women.
- C. Overall, women are better leaders than men.
- D. Men are more effective in male-dominated contexts, and women are more effective in context less dominated by males.

Ans: D

Learning Objective: 2-3: Describe meta-analyses and how to interpret effect sizes of different magnitudes.

Cognitive Domain: Comprehension

Answer Location: Beyond Overall Effect Sizes

Difficulty Level: Medium

38. Anderson and Leaper's (1998) discovery that studies with female first authors found larger sex differences in interruptions (favoring men) and studies with male first authors might be an example of _____.

- A. researcher bias
- B. participant bias
- C. demand characteristics
- D. social desirability

Ans: A

Learning Objective: 2-4: Analyze methodological challenges and biases in sex and gender research.

Cognitive Domain: Comprehension

Answer Location: What Are Some Biases Common in Sex and Gender Research?

Difficulty Level: Medium

39. Sam conducts a study of 1000 male participants examining how candidate attitudes, age, and education affect voting behavior. He finds a positive association between education and likelihood of voting, from which he concludes that overall, more educated people are more likely to vote. Based on the above information alone, at which stage of the research process might Sam's study be biased?

- A. study design
- B. sampling strategy
- C. identifying the question
- D. disseminating the results

Ans: B

Learning Objective: 2-4: Analyze methodological challenges and biases in sex and gender research.

Cognitive Domain: Comprehension

Answer Location: What Are Some Biases Common in Sex and Gender Research?

Difficulty Level: Medium

40. Which of the following best illustrates a type of question a researcher operating from the female deficit model might ask?

- A. Do girls lack math abilities compared to boys?
- B. What factors might cause girls to underperform in math relative to boys?
- C. Under what conditions do boys and girls perform differently on math exams?
- D. What is the effect of stereotypes upon math anxiety among boys and girls?

Ans: A

Learning Objective: 2-4: Analyze methodological challenges and biases in sex and gender research.

Cognitive Domain: Application

Answer Location: Identifying the Research Question

Difficulty Level: Hard

41. Bias at which stage of the research process most directly affects the generalizability of the findings?

- A. Data collection/sampling
- B. Identifying the research question
- C. Designing the study
- D. Interpreting the findings

Ans: A

Learning Objective: 2-4: Analyze methodological challenges and biases in sex and gender research.

Cognitive Domain: Knowledge

Answer Location: What Are Some Biases Common in Sex and Gender Research?

Difficulty Level: Easy

42. Stephen is studying sex differences in helping behavior but he only measures heroic or chivalrous types of helping behaviors. He concludes that men are far more likely to help than women. What is one possible critique of Stephen's study?

- A. He did not collect a representative sample.
- B. He only measured male gendered types of helping behavior.
- C. The dependent measures he chose are irrelevant to every day helping.
- D. He did not randomly assign participants to different types of helping contexts.

Ans: B

Learning Objective: 2-4: Analyze methodological challenges and biases in sex and gender research.

Cognitive Domain: Application

Answer Location: Designing the Studying Collecting Data

Difficulty Level: Hard

43. Androcentric thinking refers to a bias _____.

- A. that frames men or male typed traits as the default
- B. favoring feminine traits over masculine traits
- C. in research towards interpreting results in a way that paints men in a more negative light
- D. centering on sex differences rather than similarity

Ans: A

Learning Objective: 2-4: Analyze methodological challenges and biases in sex and gender research.

Cognitive Domain: Knowledge

Answer Location: What Are Some Biases Common in Sex and Gender Research?

Difficulty Level: Easy

44. Meta-analyses examining the size of all sex differences examined by researchers have found which of the following?

- A. Over three quarters of the effect sizes examined have been in the small to near-zero range.
- B. Most effect sizes tend to fall in the media.
- C. Approximately 20% of effect examined are large in size.
- D. There are no meaningful sex differences after accounting for publication bias.

Ans: A

Learning Objective: 2-4: Analyze methodological challenges and biases in sex and gender research.

Cognitive Domain: Knowledge

Answer Location: Interpreting and Communicating the Results

Difficulty Level: Easy

45. Which best illustrates the meaning of postpositivism?

- A. Objective and value free knowledge can be attained through empirical investigation.
- B. Science is a useful but flawed process that is heavily influenced by the values of researchers.
- C. Empiricism is inherently patriarchal and skewed towards favoring men.
- D. Science is better described as a tool for social change than knowledge acquisition.

Ans: B

Learning Objective: 2-5: Discuss the principles of gender-fair research design and the issues of diversity in sex and gender research.

Cognitive Domain: Knowledge

Answer Location: How Do We Address the Challenges in Sex and Gender Research?

Difficulty Level: Easy

46. Which of the following is NOT true of postpositivism?

- A. Cultural context influences what evidence is accepted as valid.
- B. Science is never free of bias.
- C. Science is a cumulative process susceptible to shifting conclusions.
- D. Empirical investigation is an inferior method towards studying politically charged questions.

Ans: D

Learning Objective: 2-5: Discuss the principles of gender-fair research design and the issues of diversity in sex and gender research.

Cognitive Domain: Knowledge

Answer Location: How Do We Address the Challenges in Sex and Gender Research?

Difficulty Level: Easy

47. Given the recorded biases in gender research, which of the following might NOT be an appropriate strategy to reduce bias?

- A. avoid using androcentric research materials
- B. refrain from generalizing findings from single-sex samples to all people
- C. publish more research focusing on sex differences rather than sex similarities
- D. always report effect sizes when publishing research

Ans: C

Learning Objective: 2-5: Discuss the principles of gender-fair research design and the issues of diversity in sex and gender research.

Cognitive Domain: Application

Answer Location: Guidelines for Gender-Fair Research Design

Difficulty Level: Hard

48. Which of the following is key to avoiding exaggerating the magnitude of sex differences.

- A. communicating the distinction between statistical and practical significance
- B. emphasizing statistical significance of a result over its effect size
- C. taking a maximalist approach to research
- D. using primarily experimental methods

Ans: A

Learning Objective: 2-5: Discuss the principles of gender-fair research design and the issues of diversity in sex and gender research.

Cognitive Domain: Comprehension

Answer Location: Guidelines for Gender-Fair Research Design

Difficulty Level: Medium

49. All of the following are strategies that psychologists might use to address issues of intersectionality EXCEPT _____.

- A. encouraging more diversity among professional ranks
- B. diversifying research samples
- C. expanding the number of demographic questions in studies
- D. always reporting effect sizes

Ans: D

Learning Objective: 2-5: Discuss the principles of gender-fair research design and the issues of diversity in sex and gender research.

Cognitive Domain: Comprehension

Answer Location: Diversity Issues in the Study of Sex and Gender

Difficulty Level: Medium

50. Proponents of intersexuality might offer which of the following critiques of how samples are typically collected in psychological studies in the United States?

- A. They are too small in size and lacking in statistical power.
- B. They are largely composed of White, middle class participants--ignoring the individual differences that exist within sex.
- C. They often offer extra credit or other confounding incentives for participation.
- D. They aren't truly random samples. People choose voluntarily whether or not to participate.

Ans: B

Learning Objective: 2-5: Discuss the principles of gender-fair research design and the issues of diversity in sex and gender research.

Cognitive Domain: Comprehension

Answer Location: Diversity Issues in the Study of Sex and Gender

Difficulty Level: Medium

True/False

1. Someone with a minimalist approach might envision that girls and boys have largely overlapping distributions of math anxiety scores.

Ans: T

Learning Objective: 2-1: Evaluate the meaning of sex differences.

Cognitive Domain: Knowledge

Answer Location: What Is the Meaning of Difference?

Difficulty Level: Easy

2. Of all the stages of the scientific method, replication or repeating an experiment that someone has already conducted, is the least important.

Ans: F

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Comprehension

Answer Location: The Scientific Method

Difficulty Level: Medium

3. Qualitative research is less scientifically valid than quantitative research.

Ans: F

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Knowledge

Answer Location: What Are the Primary Methods Used in Sex and Gender Research?

Difficulty Level: Easy

4. One of the advantages of longitudinal studies is that they are not susceptible to third variable problems.

Ans: F

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Comprehension

Answer Location: Correlational Research

Difficulty Level: Medium

5. A well conducted experiment allows researchers to make causal inferences.

Ans: T

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Knowledge

Answer Location: Experimental Designs

Difficulty Level: Easy

6. Qualitative methods emphasizes individual experiences and subjective interpretations over the idea of objective reality.

Ans: T

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Knowledge

Answer Location: Qualitative Research Methods

Difficulty Level: Easy

7. The presence of a statistically significant difference tells you that there is a large effect size.

Ans: F

Learning Objective: 2-3: Describe meta-analyses and how to interpret effect sizes of different magnitudes.

Cognitive Domain: Comprehension

Answer Location: Effect Sizes

Difficulty Level: Medium

8. When there is a great deal of variability within groups then effect sizes tend to be smaller.

Ans: T

Learning Objective: 2-3: Describe meta-analyses and how to interpret effect sizes of different magnitudes.

Cognitive Domain: Comprehension

Answer Location: Overlap and Variance

Difficulty Level: Medium

9. A d of -1.12 is small effect size.

Ans: F

Learning Objective: 2-3: Describe meta-analyses and how to interpret effect sizes of different magnitudes.

Cognitive Domain: Knowledge

Answer Location: Effect Sizes

Difficulty Level: Easy

10. Scientific positivism is the philosophical position that objective and value free knowledge can be attained through empirical investigation.

Ans: T

Learning Objective: 2-4: Analyze methodological challenges and biases in sex and gender research.

Cognitive Domain: Knowledge

Answer Location: How Do We Address the Challenges in Sex and Gender Research?

Difficulty Level: Easy

11. Asking how negative stereotypes about women's math abilities can artificially lower their math performance is a good example of someone operating from the female deficit model.

Ans: F

Learning Objective: 2-4: Analyze methodological challenges and biases in sex and gender research.

Cognitive Domain: Comprehension

Answer Location: Identifying the Research Question

Difficulty Level: Medium

12. Generalizing results from a sample composed entirely of men to all people is an example of androcentrism.

Ans: T

Learning Objective: 2-4: Analyze methodological challenges and biases in sex and gender research.

Cognitive Domain: Comprehension

Answer Location: Designing the Study and Collecting Data

Difficulty Level: Medium

13. Over three quarters of effect sizes associated with sex differences in cognitive, social, and motor variables fall in the small or close to zero range.

Ans: T

Learning Objective: 2-4: Analyze methodological challenges and biases in sex and gender research.

Cognitive Domain: Knowledge

Answer Location: Interpreting and Communicating the Results

Difficulty Level: Easy

14. Emphasizing studies that focus on sex differences rather than similarities is an effective guideline for gender fair research.

Ans: F

Learning Objective: 2-5: Discuss the principles of gender-fair research design and the issues of diversity in sex and gender research.

Cognitive Domain: Knowledge

Answer Location: Guidelines for Gender-Fair Research Design

Difficulty Level: Easy

15. Proponents of intersectionality argue that it is not meaningful to make comparisons between women and men without taking other identities such as race, class, or sexual orientation into consideration.

Ans: T

Learning Objective: 2-5: Discuss the principles of gender-fair research design and the issues of diversity in sex and gender research.

Cognitive Domain: Knowledge

Answer Location: Diversity Issues in the Study of Sex and Gender

Difficulty Level: Easy

Short Answer

1. What is the difference between a maximalist and a minimalist approach to interpreting sex differences?

Ans: A maximalist approach emphasizes differences between sex groups and a minimalist approach emphasizes similarity.

Learning Objective: 2-1: Evaluate the meaning of sex differences.

Cognitive Domain: Knowledge

Answer Location: What Is the Meaning of Difference

Difficulty Level: Easy

2. Name five steps in the scientific method in the order in which they typically occur.

Ans: Hypothesis generation, study design, data collection and analysis, results dissemination, and replication.

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Knowledge

Answer Location: The Scientific Method

Difficulty Level: Easy

3. Describe the difference between statistical and practical significance.

Ans: Statistical significance means that the observed result is unlikely to have occurred from chance alone. Practical significance refers to whether the effect is large enough to have any practical or meaningful implications.

Learning Objective: 2-3: Describe meta-analyses and how to interpret effect sizes of different magnitudes.

Cognitive Domain: Comprehension

Answer Location: Effect Sizes

Difficulty Level: Medium

4. What two types of variance are especially relevant to the degree of overlap between two distributions? For each of these types of variance, do higher or lower degrees of variance contribute to a larger effect size?

Ans: Low within group-variance and high between group-variance contribute to a larger effect size.

Learning Objective: 2-3: Describe meta-analyses and how to interpret effect sizes of different magnitudes.

Cognitive Domain: Comprehension

Answer Location: Overlap and Variance

Difficulty Level: Medium

5. What is meant by researcher bias and participant bias?

Ans: Researcher bias refers to how researchers behave in subtle ways that influence the outcome of a study. Participant bias refers to how participants' behaviors or responses may be influenced by what they think the researcher expects.

Learning Objective: 2-4: Analyze methodological challenges and biases in sex and gender research.

Cognitive Domain: Knowledge

Answer Location: What Are Some Biases Common in Sex and Gender Research?

Difficulty Level: Easy

6. Briefly describe postpositivism's critique of scientific positivism.

Ans: Scientific positivism asserts that empirical investigation can provide value free knowledge. Postpositivism argues that all empirical investigation is inherently flawed and subject to researcher bias.

Learning Objective: 2-5: Discuss the principles of gender-fair research design and the issues of diversity in sex and gender research.

Cognitive Domain: Knowledge

Answer Location: How Do We Address the Challenges in Sex and Gender Research?

Difficulty Level: Easy

Essay

1. Callie is interested in whether men are more likely to make eye contact with a male conversation partner than a female partner. She is also interested in whether the topic of conversation (masculine topic vs feminine topic) affects the amount of eye contact men make with their conversation partner. She randomly assigns 200 male participants to interact with either a male or female conversation partner (played by a research assistant) and to either discuss a masculine (sports) or feminine (childcare) topic for 5 mins. Research assistants then time eye contact duration for each participant over the 5 min window. Identify each of the following: The general method used by the researcher, the independent and dependent variables, the number of conditions or study groups, and whether or not Callie can make causal inferences from her results. Why or why not can Callie infer causality from this design? Are there any possible interaction effects and how do you know?

Ans: This is a true experiment because the researcher manipulates and has experimental control over the independent variables while randomly assigning participants to one of four conditions. The IVs are the sex of the interaction partner and the topic of conversation. The DV is eye contact duration. Callie can make causal inferences because this is a true experiment with manipulation, control, and random assignment. There is a possible interaction effect between the sex of the conversation partner and the topic of conversation.

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Analysis

Answer Location: Studying Sex and Gender

Difficulty Level: Medium

2. What are the pros and cons of quantitative versus qualitative research designs? How do mixed method approaches incorporate the advantages of both approaches?

Ans: Varies. Quantitative designs allow researchers to translate observations into numeric variables that can be analyzed to determine whether the strength of relationships is greater than one would expect from chance alone. They also allow researchers to establish cause and effect relationships. However, quantitative results lack context and an in-depth understanding of how participants thought about the questions and concepts relevant to the study. Qualitative methods provide data on people's subjective experiences and can be used to better represent the experiences of marginalized groups by better communicating their voices. Mixed methods approaches allow researchers to take advantage of the contextual detail of qualitative data to shape their research questions and designs while using quantitative methods to numerically describe relationships between variables and to determine causality.

Learning Objective: 2-2: Explain the scientific method and specific quantitative and qualitative methods used in the study of sex and gender.

Cognitive Domain: Analysis

Answer Location: What Are the Primary Methods Used in Sex and Gender Research?

Difficulty Level: Medium

3. Describe three stages of the scientific process that are vulnerable to bias. Describe an example for each.

Ans: Examples will vary. Identifying the research question: gender differences in social roles may prompt researchers to focus more on how mothers balance work and family obligations without asking the same of fathers. Designing studying data: androcentrism may prompt researchers to make generalizations to all people from samples consisting entirely of men. Interpreting and communicating the results: maximalist approaches may prompt researchers to overly emphasize sex differences that actually consist of small effect sizes and largely overlapping distributions.

Learning Objective: 2-4: Analyze methodological challenges and biases in sex and gender research.

Cognitive Domain: Analysis

Answer Location: Our (Interdisciplinary) Psychological Approach

Difficulty Level: Medium

4. Describe three possible guidelines for encouraging gender fair research design.

Ans: Varies. Student answers might include (1) researchers should work to eliminate sex bias from sampling and always report the demographic characteristics of the sample. They should not generalize from single-sex samples and be diligent in recording demographic characteristics (2) researchers should use precise, non-gender biased terminology when describing the participants and findings. They should avoid androcentric terms and avoid interpreting findings within a female deficit model. (3) researchers should not exaggerate the prevalence and magnitude of sex differences. Journals should place equal emphasis on publishing research on sex similarities rather than privileging studies showing sex differences. Researchers should clarify the difference between statistical and practical significance and report effect sizes. (4) researchers should not imply or state that sex differences are due to biological causes when biological factors have not been properly tested.

Learning Objective: 2-5: Discuss the principles of gender-fair research design and the issues of diversity in sex and gender research.

Cognitive Domain: Analysis

Answer Location: Guidelines for Gender-Fair Research Design

Difficulty Level: Medium