Psychology

Stephen F. Davis
Joseph J. Palladino

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PSYCHOLOGY

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ABOUT THE AUTHORS

Stephen F. Davis (left) is Professor of Psychology at Emporia State University in Emporia, Kansas. He received his bachelor's and master's degrees in psychology from Southern Methodist University and his Ph.D. in experimental psychology from Texas Christian University. His teaching interests include introductory psychology, history of psychology, physiological psychology, sensation and perception, statistics, experimental psychology, and student career development. His research, which always includes student assistants, has investigated such diverse topics as academic dishonesty, learning versus grade orientation of students, Type A personality, death anxiety, conditioned taste aversion, odor control of animal maze learning, and the behavioral effects of ingesting toxic metals. He is the author of over 175 journal articles, 3 instructor's manuals, and nearly 500 convention presentations. He is proud of the fact that the majority of his publications and presentations feature student coauthors.

Steve's teaching abilities have drawn acclaim on the national level as well as at his own university. In 1984 he was selected as the Roe R. Cross Distinguished Professor at Emporia State University. In 1988 he received the National Distinguished Teaching Psychology Award from the American Psychological Foundation. He was awarded the Teaching Excellence Award from Division Two (Teaching of Psychology) of the American Psychological Association in 1989. His professional accomplishments also include serving as president of the Southwestern Psychological Association, the Southern Society for Philosophy and Psychology, and Division Two of the American Psychological Association. He currently serves as the National President of Psi Chi (the national honor society in psychology). He has been elected as a Fellow of the American Psychological Association, the American Psychological Society, and the American Association of Applied and Preventive Psychology.

Joseph J. Palladino (right) is Professor of Psychology at the University of Southern Indiana in Evansville, Indiana. He received all his academic degrees from Fordham University, including the Ph.D. in general-theoretical psychology. His teaching interests include introductory psychology, statistics, abnormal psychology, and psychometrics. His numerous articles and presentations have covered topics such as sleep and dreams, the death penalty, extra-credit opportunities, teaching methods, and ways of encouraging research by undergraduate students. He has given invited addresses across the country on topics such as overcoming faculty isolation and the effective and appropriate use of humor in teaching.

Joe founded the Mid-America Undergraduate Psychology Research Conference in 1982. The Mid-America Conference for Teachers of Psychol-

ogy, which he founded in 1984, has become the model for regional teaching conferences across the country. His contribution to the continuing education of teachers was recognized by the Faculty Service Award presented by the National University Continuing Education Association in 1991. In 1990 he received the Teaching Excellence Award from Division Two (Teaching of Psychology) of the American Psychological Association. He was elected to Fellow status in the American Psychological Association in 1989 and served as the president of Division Two in 1991–1992. Among the significant contributions of his year as president of Division Two are Project Syllabus, the Demonstrations/Activities Clearinghouse, and the Office of Teaching Resources in Psychology. He has also served Division Two as a consulting editor and the methods and techniques editor of *Teaching of Psychology*. As chair of the Division Two Program Committee, he implemented widely copied sessions such as the "Live From . . ." series, in which faculty present effective demonstrations for introductory psychology classes.

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PREFACE

We began this project with the premise that introductory psychology may be the only psychology course your students take during their college career. With that in mind, we wanted to write a text that would make the beginning psychology course an engaging, relevant, and interactive experience. If the lessons learned here do not set the stage for a career in psychology, we hope your students will come away with an appreciation and understanding of the wide variety of behaviors that they witness in their everyday lives.

Between the two of us, we have taught introductory psychology for over forty-two years. Our experience has shown that students would rather be "talked with" than "talked to." Thus, in this text we try to talk *with* students; we hope that as they read this book they will have the feeling that they are engaging in a conversation with us. We have also attempted to convey the excitement and love of psychology that we hope characterize our own lectures. You will find that our coverage combines classic and contemporary research in describing the multifaceted nature of our field. We have provided numerous references in support of our discussion, but we have not neglected the historical work that forms the backbone of our discipline.

Several key themes form the foundation of this text. First, we believe that psychology has so much to offer to individuals, groups, and society as a whole. Psychology is a dynamic and ever-changing discipline that is constantly reaching out to find new ways to apply the knowledge gained from research. Hence, one theme of this text is the wide range of **practical applications** of psychological research.

Second, we believe that it is extremely important for students to learn about the various methods used by psychologists to answer the questions they pose. We believe that a strong understanding of **research methods** will make students better consumers of psychological information. Therefore, we have taken special care to delve into the whys and hows of research methods. Throughout the text, we examine research methods and the validity of the conclusions drawn from research.

Third, we have tried to put the material we discuss into **historical perspective.** We believe that the history of psychology is best understood when it is integrated into the discussion of key topics throughout the text. Therefore, you will find that we discuss topics such as the discovery and function of neurons, the development of phobias, and the concept of stress in historical context.

Finally, we have designed a technique that we believe will help students become actively engaged with the material. The brief **Critical Inquiries** that appear throughout the text are designed to continue a theme that we introduce in the first chapter—becoming a good "psychological detective" by developing critical thinking skills.

We want students to be aware that the **applications of psychology** are directly related to the material they study and to various aspects of their lives. Accordingly, we have incorporated numerous special features into the text and have worked diligently with the staffs at Macmillan and Prentice Hall to create a text design that is consistent with our goals. We have tried to make each paragraph and section flow into the next without interruptions. Because students usually see boxed material as peripheral and often do not read it, there are no "boxes" to disrupt the flow of the text or distract the reader.

Each chapter includes a special section, **Applying Psychology,** that shows psychology at work in the real world. This section is designed to help your students better appreciate psychology's place in everyday life. By making this a vital and integrated element of the text, we try to reinforce the idea that applications of psychology flow directly from the material itself and are not an afterthought. We have also highlighted paragraphs in which we compare the findings of psychological research with widely held popular notions. These **Myth or Science** discussions should make your students better able to evaluate the claims made in "pop psych" writings.

This book does not include vignettes, boxes, or other features with a **Cultural Diversity** label. We believe that a multicultural perspective is an integral part of the day-to-day work of psychologists and that the findings of cross-cultural research have wide-ranging significance. We have therefore

included topics related to cultural diversity in the text itself wherever appropriate. Some examples may be found in Chapter 8 (cultural differences in emotional expression), Chapter 11 (cross-cultural perspectives on lifespan development), and Chapter 15 (racial and cultural factors in psychotherapy and drug treatment). Similar discussions appear throughout the text.

Organization of the Text

In examining the numerous psychology textbooks available to instructors teaching the introductory course, we determined that the most effective approach is to include relatively few chapters while providing an interactive framework, numerous illustrations, and pedagogical aids designed to help students study and review material as they progress through each chapter. The sixteen chapters of this text follow the sequence that has become fairly standard in introductory psychology textbooks, beginning with the nature of psychology and its biological foundations, and ending with maladaptive behaviors, therapy, and social psychology. Two chapters that are not always found in other texts focus on health psychology (Chapter 9) and sex and gender (Chapter 12). We believe that these areas of psychology are sufficiently important in the contemporary world to warrant devoting an entire chapter to each.

For instructors who wish their students to examine research methods in greater depth, an appendix on Statistics and Psychology is included after Chapter 16.

Pedagogical Aids

In developing this book we have created a variety of pedagogical aids that will make the study of psychology more interesting and effective for your students. These are described briefly here and illustrated in the special "walkthrough" section following this preface.

Critical Inquiries Several times within each chapter the reader is asked to consider a question or questions about the topic under discussion. The question may deal with issues such as research ethics, how to conduct research, or the importance of a particular research finding. The reader is asked to supply an answer to the question before reading further.

Review Summaries Each chapter contains three or four Review Summaries. Because a basic pedagogical principle tells us that students learn best when they learn small chunks of information, these summaries should help students master the material.

Study Breaks Each Review Summary is followed by a Study Break that students can use to test their mastery of the material they have just reviewed. These Study Breaks should be especially helpful to your students when they prepare for quizzes and exams.

Questionnaire In keeping with the interactive, hands-on emphasis that distinguishes this text, each chapter also features a questionnaire or a similar interactive exercise, identified by a small "hand" symbol. These questionnaires and exercises bring your students into direct contact with the material presented in the chapter.

Marginal Definitions The definition of each key term is presented in the margin at the location where the term is introduced. Because so much of the terminology will be new to your students, we believe it is important to provide instant access to these definitions.

Chapter Summary and Looking Ahead Each chapter ends with a general Chapter Summary. The Looking Ahead section of the summary tells students what to expect in the next chapter.

Ancillary Program for Instructors

We are excited about the quality and variety of the supplementary items accompanying our book.

Instructor's Resource Manual We believe that you will find a wealth of helpful information and other resources in the Instructor's Manual written by G. William Hill of Kennesaw State College. We are delighted that Bill has written the manual because he is especially well qualified for that undertaking. His many years of experience running a conference on the teaching of psychology have allowed him to review and collect a wide range of useful teaching techniques.

Test Bank Randolph Smith of Ouachita Baptist University has prepared an excellent bank of test questions. It includes more than 2,000 multiple-choice questions, with a mix of definitional, applied, and conceptual questions. His expertise in the preparation of such manuals is noteworthy.

Core Test Item File Offering greater flexibility and range when preparing exams, this additional source of questions allows you to focus on specific

areas you want to emphasize on the test. Extensively class-tested and item-analyzed, each question is presented with the correct answer to the item, percent correct for each item, percent correct for each alternative in the item, and the point biserial *r* for each item.

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"800-Number" Telephone Test Preparation Service Prentice Hall offers a telephone test preparation service through which instructors call a special toll-free number and select up to 200 questions from the printed *Test Item Files* available with the text. The test and an alternate version (if requested) and answer key are mailed within 48 hours, ready for duplication.

Teaching Psychology
Fred W. Whitford, Montana State University
Teaching Psychology serves as a guide for new instructors or teaching assistants in introductory psychology to manage the myriad complex tasks required to teach effectively from the start.

Prentice Hall Transparencies and Slides Add visual impact to the study of psychology with these collections of two- and four-color illustrations, available in either transparency or slide format. Designed in a large-type format for lecture settings, many of these quality illustrations are not found in the text and offer a wealth of additional resources to enhance lectures and reinforce student learning.

Auxiliary Transparencies and Slides More than 100 full-color illustrations are available in an auxiliary set of transparencies or slides.

Handout and Transparency Masters Engaging your students and stimulating classroom discussion are easier with these two sets of over 30 questionnaires, activities, and visual aids. Whether they are reproduced as handouts or overhead transparencies, the masters can be used effectively to help students see connections between the text's concepts and their own lives.

ABC News/Prentice Hall Video Library: *Themes in Psychology* This video set consists of 16 feature segments from award-winning programs such as *Nightline, 20/20, PrimeTime Live,* and *The Health Show.* A summary and questions, designed to stimulate critical thinking for each segment, are included in the *Instructor's Resource Manual.*

ABC News/Prentice Hall Video Library: *Issues in Psychology* This custom video library presents 17 additional feature segments from award-winning ABC News programs, providing a contemporary look at stress, therapy, depression disorders, prejudice and discrimination, violence and aggression, and gender.

The Alliance Series: The Annenberg/CPB Collection The *Alliance Series* is the most extensive collection of professionally produced videos available with any introductory psychology textbook. Selections include videos in the following Annenberg series: *The Brain, The Brain Teaching Modules, Discovering Psychology, The Mind,* and *The Mind Teaching Modules.*

LaserPSYCH for Introductory Psychology Supplement your lectures with *LaserPSYCH,* a two-sided programmable laser disk for introductory psychology. It contains over 500 full-color frames of figures, charts, graphs, definitions, photographs, and demonstrations, all supporting core concepts in the discipline. *LaserPSYCH* also features 60 minutes of exclusive ABC News programming on current issues in psychology and segments on classic research studies. Available to qualified adopters.

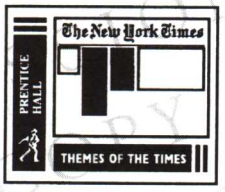
Auxiliary Laser Disc An additional laser disc, with video clips from historical footage as well as lecture segments from a variety of sources, is also available.

Multimedia Lecture Maker This software for Macintosh or Windows PCs helps instructors compile and sequence laser disc video segments, stills, and animations with Prentice Hall's teaching slides to build their own computer-based lectures utilizing Prentice Hall's 2 laser discs and Microsoft PowerPoint® presentation software.

For Ancillary Program Students

Student Study Guide A study guide to accompany this text was written by Grace Galliano of Kennesaw State College. It includes learning objectives,

chapter outlines, guided reviews, and practice tests.



***The New York Times* Supplement** The core subject matter provided in the text is supplemented by a collection of time-sensitive articles from one of the world's most distinguished newspapers, *The New York Times*. Also included are discussion and critical thinking questions that relate psychological perspectives and topics in the text to issues in the articles.

Critical Thinking Resource Manual The *Critical Thinking Resource Manual* offers intriguing questions, exercises, and activities for each of the major topics of the introductory course. It is divided into three types of resources: questions, exercises, and extended activities, presenting scenarios from the student perspective. The format facilitates copying and use as class handouts.

The Prentice Hall Critical Thinking Audio Study Cassette Tape The first 50 minutes of this cassette concentrate on critical thinking skills, specifically how to ask the right questions. The final 10 minutes offer helpful tips on how to study, take notes, and become a more active, effective learner.

A Guide to the Brain: A Graphic Workbook, Second Edition
Mark B. Kristal, SUNY at Buffalo
This study aid helps students learn the names and locations of the most important structures and functions of the brain and nervous system. The Second Edition offers more review exercises, expanded figures, and brief concept summaries in a new two-color format.

PSYCHActivities Software
Available in IBM and Macintosh versions
PSYCHActivities offers brief and entertaining activities, demonstrations, and game shows through which students can participate in recreating psychological principles and concepts. The game shows use a familiar and fun format to test students' general knowledge of content in many subfields of the discipline. They can be played by one or two students.

Computer Simulations David Pittenger and Jay Allen created 15 interactive programs that simulate experiments and demonstrations that reinforce common areas taught in introductory psychology. They are available on disk (for IBM and Macintosh computers).

Behavior Modification Software: The World of Sidney Slug and His Friends This computer simulation game is designed to teach students basic behavioral principles and techniques, and help them understand how behavior can be managed and modified effectively. The program allows students to actually modify the behavior of Sidney Slug and his friends while it offers on-line advice, periodic evaluation of input, and feedback. (Prentice Hall offers the program free upon adoption of **Psychology.** Anyone wishing to purchase the software directly from the authors can do so through Associates in Analysis of Behavior, c/o Loren Acker, Ph.D., #16-2330 Harbor Road, Sidney, B.C., Canada V8L 2P8, Tel. (604) 721-7526.

Forty Studies That Changed Psychology: Explorations into the History of Psychological Research, Second Edition
Roger Hock, New England College
Presenting the seminal research studies that have shaped modern psychological study, this supplementary reader provides an overview of the research, its findings, and the impact these findings have had on current thinking in the discipline. A special combination package with the text is available.

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S.F.D.
J.J.P.

A NOTE TO THE STUDENT

The learning aids included in each chapter of this text are designed to encourage you to become an active participant in the learning process. In this introductory guide we describe each element and provide an example from the text. If you take the time to work with each of these learning tools, your mastery of the material in the chapter will improve dramatically.

Chapter Outline

Sex and Gender: An Introduction

The Biology of Sex
The Hormonal Basis of Sex
The Development of Gender Roles
Gender Stereotyping

Similarities and Differences Between Males and Females

The First Major Analysis of Sex Differences
The Cognitive Realm
The Social Realm

Social Issues

Education
Work and Careers
Applying Psychology: Gender Stereotyping on the Job
Family Responsibilities
Violence Against Women

CHAPTER OUTLINE

Before you start reading a chapter, take a moment to scan the chapter outline. This listing of the main heads and subheads in the chapter will orient you and give you an idea of the major topics that will be covered in the chapter.

SIMILARITIES AND DIFFERENCES BETWEEN MALES AND FEMALES

This morning's paper contained an article with the headline "Researchers Report That Boys Outperform Girls in Math." Because the researchers are affiliated with well-known universities, you are inclined to believe their findings. The significance of this finding hits home when your 12-year-old daughter says, "I always wanted to teach math. Does this mean that I can't?" That question makes you wonder what factors are responsible for the researchers' findings.

Do males and females differ in mathematical ability? If so, how can we explain this difference?

The study of male–female differences has been described as a "national preoccupation" (Jacklin, 1989). The search for differences has focused on a wide range of behaviors, including verbal abilities, aggression, communication skills, and physical abilities. For example, Jerry Thomas and Karen French (1985) studied the motor abilities of male and female children and adolescents in such activities as jumping, running, and throwing. They found that the differences in performance between males and females were generally small, although the gap widened as the subjects entered puberty. Their findings suggest that environmental factors can contribute to male–female differences. For example, there are differences in performance expectations for males and females and in the opportunities for practice available to them. Boys are expected to play more competitive games than girls and generally participate in games of longer duration.

It has frequently been noted that males and females differ on measures of physical activity. However, when researchers collected 127 studies of male–female differences in motor activity level, they found that the average difference was quite small (Eaton & Enns, 1986). A few individuals of either sex obtained extreme scores. Because extreme scores tend to be remembered, a difference found only at the extremes of the distribution is often thought to characterize the entire range. For example, the study in the vignette that opened this section concentrated on the upper end of the distribution of mathematical ability. Thus, a difference that characterized a small segment of the population came to represent the entire population.

SECTION OPENING VIGNETTES AND FOCUS QUESTIONS

Each major section opens with a brief vignette or scene followed by a question in bold type. After reading the vignette and question, stop and think for a moment about the situation described. This will help you focus more clearly on the material discussed in the section.

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John Williams and Deborah Best (1990) enlisted the help of psychologists throughout the world for a cross-cultural investigation of gender stereotypes. The 30 countries in their study included Australia, Brazil, Germany, Japan, Nigeria, and the United States. The subjects were 5-, 8-, and 11-year-old children along with college students.

CRITICAL INQUIRY

Five- and eight-year-old children may not have the vocabulary needed to express their understanding of gender stereotypes. How would you design a study to investigate gender stereotypes among young children? Give this question some thought and write down your answer before reading further.

To investigate gender stereotypes among 5- and 8-year-old children, the researchers told them stories and then asked whether the person described in the story was more like a man or more like a woman (see Table 12-3). The 11-year-old children were given written versions of the stories told to the younger children; the college students were given a list of 300 adjectives and asked which were more frequently associated with being male and which with being female (see Table 12-4).

The researchers found remarkable consistencies in the characteristics associated with males and females in different countries. By the age of 5, most children around the world associated being aggressive and strong with males and being appreciative and soft-hearted with females. Developmental psychologists have found that gender stereotyping continues into middle childhood. By age 8 children have essentially mastered learning the concepts of masculinity and femininity. However, older children's stereotypes become more extreme and more elaborate than those of younger children (Martin, Wood, Little, 1990). By the age of 11, children associated being talkative with females and being confident with males. Moreover, 77 to 100% of college students (mean of 93%) associated being adventurous with males. Between 62 and 98% of college students (mean of 88%) associated being emotional with females (Williams & Best, 1990).

CRITICAL INQUIRIES

At intervals throughout the chapter you will see a paragraph set off from the text and labeled "Critical Inquiry." These deal with such issues as research ethics, the design of research studies, and the importance of research results. They are designed to help you develop your critical thinking skills. Stop and see if you can answer the questions raised before reading.

MYTH OR SCIENCE

How many times have you heard someone say, "We only use 12% of our brain"? How true is the claim that we use only a small percentage of our brain? A quick review of Chapter 2 should convince you that this claim is ridiculous. No one has yet been able to show us where the unused portions are and, if they are unused, to explain why they are there. All parts of the brain are functional; their activity level depends on the tasks we engage in at the moment.

MYTH OR SCIENCE?

In this book we emphasize that psychology is a science. However, myths about psychological phenomena abound and are often accepted without question. Paragraphs labeled "Myth or Science" call your attention to some of these myths and show how psychological research has disproved them or, in some cases, shown them to be true.

MARGIN DEFINITIONS

Key terms are defined in the margin at the point where they are first used. Take the time to read the definitions as you go along; they will help you learn the meanings of psychological terms right from the start.

SEXUAL HARASSMENT In 1980, the U.S. Equal Employment Opportunity Commission (EEOC) issued guidelines on sex discrimination that provided the first legal definition of **sexual harassment**. The EEOC defined sexual harassment as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature . . . when (1) submission to the conduct becomes a condition of a person's employment; (2) employment decisions are based on the employee's submission to or rejection of such conduct; (3) the conduct substantially interferes with a person's work performance or creates an environment that is intimidating, hostile or offensive" (EEOC, 1980).

• **sexual harassment** *Under the law, either sexual coercion based on promised rewards or threatened punishments, or a hostile workplace environment.*

REVIEW SUMMARIES

Each chapter contains three or four brief Review Summaries that will help you learn the material in "chunks" as you go along.

Review Summary

1. Sex refers to genetic, anatomical, and hormonal differences between males and females. **Gender** refers to the prescriptions for characteristics, behaviors, roles, and physical appearance that a culture encourages for members of each biological sex.
2. Hermaphrodites have both ovarian and testicular tissues; **pseudohermaphrodites** have sex organs that are ambiguous in appearance.
3. Genetic inheritance is the most basic determinant of whether an individual is male or female. The 23rd pair of chromosomes determines a person's sex. A male has an X and a Y chromosome, whereas a female has two X chromosomes.
4. Early in development, the embryo's gonad (sex gland) can develop into either a testis or an ovary. The presence of a Y chromosome directs the initially undifferentiated gonad to develop into a testis. Exposure to excessively high levels of androgens during the fetal period can result in **adrenogenital syndrome**. In some cases, a male embryo may not respond to male hormones, resulting in **androgen insensitivity syndrome**.
5. Genetic abnormalities include *Klinefelter's syndrome* (XXY chromosomal pattern), in which a male has smaller than normal genitals, is tall, and may be mentally retarded. Females with *Turner syndrome* (XO chromosomal pattern) do not achieve sexual maturation. Males with the XYY chromosomal pattern are usually tall, have below-average intelligence, and may be more likely to commit crimes.
6. Disorders such as color blindness are sex-linked—they are more likely to occur in one sex (usually males) than in the other. The size of the Y chromosome is a significant factor in sex-linked disorders; the smaller Y chromosome does not carry as many genes as the larger X chromosome.

STUDY BREAKS

Each Review Summary is followed by a brief quiz that you can use to test your knowledge.

Study Break

1. Which of the following represents sex and which represents gender?
   a. A child has the XX chromosomal pattern. _____
   b. A part in a class play calls for a manager who is forceful in dealing with employees. The teacher selects John for the role. _____
   c. Rosa is having second thoughts about a career in computer programming despite having done well in her computer classes. She wonders whether she will fit in with the other programmers. _____
2. Complete the following statements:
   a. The XXY chromosomal pattern is associated with tallness, small genitals, and possible mental retardation. This syndrome is called _____.
   b. A chromosomal pattern found in tall males who are below average in intelligence and may be prone to criminal activities is the _____ pattern.
   c. In _____ syndrome, a female does not achieve normal sexual maturation.

Study Chart

Male–Female Comparisons

Overall intelligence	There are no differences in the intelligence of males and females as assessed by standard intelligence tests. Items that favored one sex over the other were eliminated from the tests.
Mathematical ability	Differences between males and females in mathematical ability favor males on standardized tests. This difference tends to occur at the highest ability level. On the other hand, females tend to obtain higher grades. Current research indicates that the differences are quite small in the general population.
Visual-spatial ability	Differences in visual-spatial ability may be related to different opportunities to practice the skills involved.
Communication	Contrary to popular belief, research shows that males talk more than females. Other differences, such as the use of tag questions, are open to different interpretations. Such questions have been attributed to tentativeness among females; an alternative explanation is that these questions facilitate conversation.
Aggression	The majority of crimes are committed by males. However, laboratory research reveals that knowing a person's biological sex tells us little about the level of aggression exhibited by that individual.

STUDY CHARTS

Many chapters include study charts that will be useful when you prepare for tests and exams.

HANDS ON

Most chapters include hands-on exercises or questionnaires. These are designed to give you an opportunity to see for yourself how important psychology is in your day-to-day life.

TABLE 14-3

We all feel blue at times, but serious depression is qualitatively different and much more severe. This questionnaire will help you gauge the presence of the symptoms of depression. If four or more symptoms persist for more than 2 weeks or cause impairment in your daily functioning at work or in the family setting, it might be a good idea to discuss them with a counselor or a therapist.

_____ Persistent sad or "empty" mood
_____ Loss of interest or pleasure in ordinary activities, including sex
_____ Decreased energy, fatigue, being "slowed down"
_____ Sleep disturbances (insomnia, early-morning waking, or oversleeping)
_____ Eating disturbances (loss of appetite and weight, or weight gain)
_____ Difficulty concentrating, remembering, making decisions
_____ Feelings of hopelessness, pessimism
_____ Feelings of guilt, worthlessness, helplessness
_____ Thoughts of death or suicide, suicide attempts
_____ Excessive crying
_____ Chronic aches and pains that don't respond to treatment

Source: U.S. Department of Health and Human Services, 1991.

Applying Psychology: Gender Stereotyping on the Job

Psychological research on gender stereotyping can have an important practical impact. Consider the case of Ann Hopkins, a manager at the accounting firm of Price Waterhouse. She had brought the firm $25 million worth of business, and her clients praised her work. Within the firm, her supporters described her as aggressive, ambitious, and hard-working. When she applied for partnership, the firm put her "on hold" for a year, despite the fact that she had generated more billable hours than any of the other candidates. The next year the firm did not recommend her for partnership. She claimed that sex discrimination was the reason for the firm's decision, noting that only 7 of the firm's 662 partners were women. Moreover, she was the only woman among the pool of 88 people being proposed for partnership. The firm countered that Hopkins had deficiencies in interpersonal skills—she was assertive and forceful (Fiske, Bersoff, Borgida, Deaux, & Heilman, 1991; Fiske & Stevens, 1993; Fiske, 1993).

Hopkins sued Price Waterhouse on charges of sex discrimination. Susan Fiske, a psychologist who investigates gender stereotypes, agreed to assist in the lawsuit as an expert witness because the case seemed to confirm the findings of research on gender stereotyping (Fiske et al., 1991). That research showed that stereotyping of behavior is more likely when ambiguous criteria are used to evaluate individuals, as was the case with the accounting firm's subjective judgments of Hopkins's interpersonal skills, rather than objective criteria such as the amount of business she generated for the firm (Fiske et al., 1991; Fiske, 1993).

A lower court's ruling in Hopkins's favor was appealed to the United States Supreme Court, which upheld the lower court's decision. Hopkins was awarded both the partnership that she had been denied and monetary damages.

APPLYING PSYCHOLOGY

Each chapter includes a special section showing how psychological concepts are applied in the real world, especially the workplace.

CHAPTER SUMMARY

Sex and Gender: An Introduction

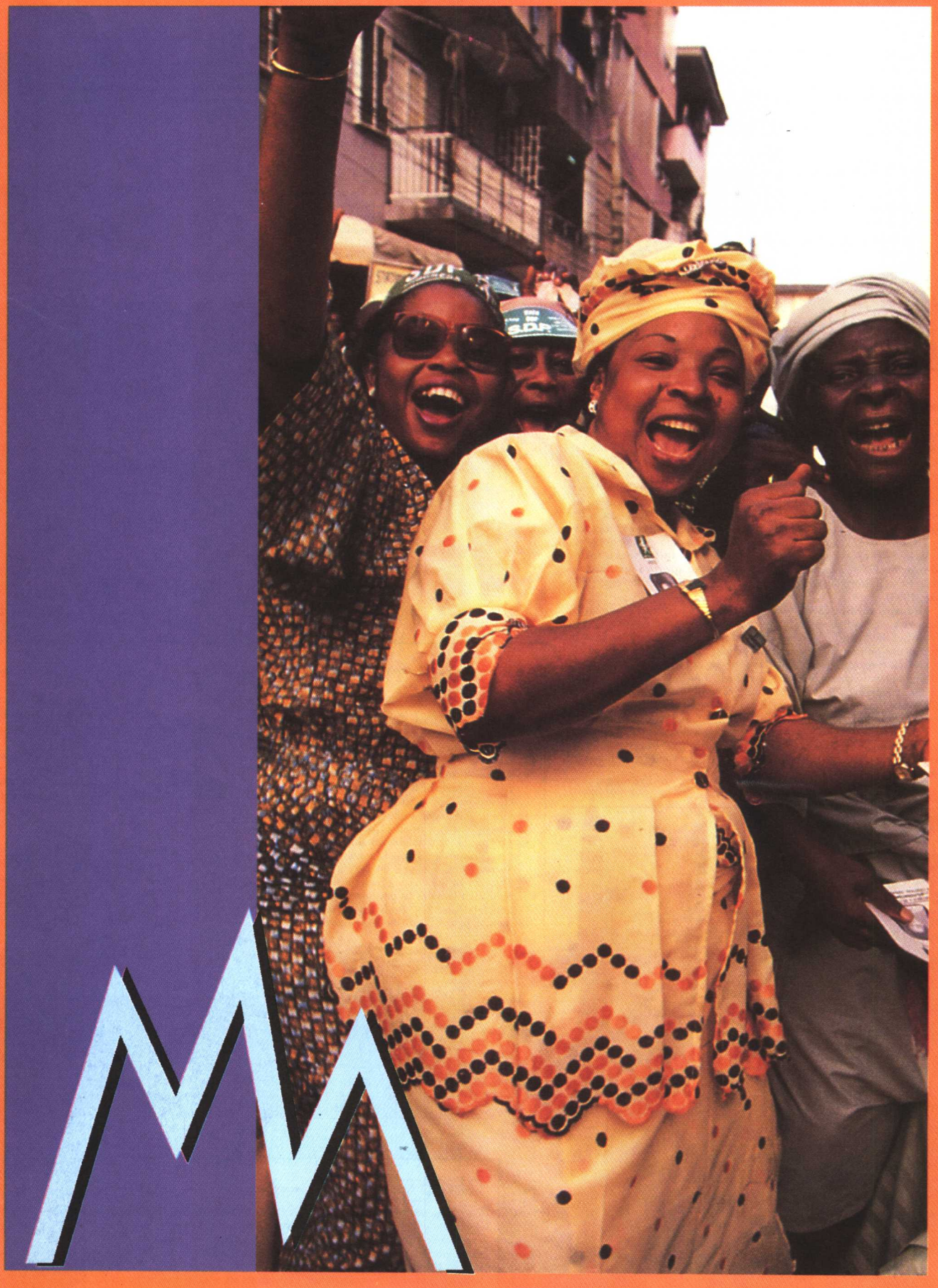
- **Sex** refers to biological phenomena. **Gender** refers to cultural influences on what behaviors are perceived to be appropriate for males and females.
- The most important determinant of whether a person is male or female is genetic inheritance. Genes on the Y chromosome direct an undifferentiated gonad to develop as a testis; otherwise it develops as an ovary.
- Among the genetic abnormalities involving the sex chromosomes are Klinefelter's syndrome, Turner syndrome, and the XYY pattern.
- Throughout the lifespan males are more vulnerable than females to developmental disorders and fatal diseases. Both genetic and environmental factors contribute to this greater vulnerability.
- Hormones play a significant role in sexual differentiation. In **androgen insensitivity syndrome** the male embryo does not respond to male hormones.
- The major theories proposed to explain the development and learning of gender roles are psychoanalytic theory, **social learning theory**, **cognitive developmental theory**, and **gender-schema theory**. A number of studies have shown how gender schemas influence perceptions, memory, and behavior.
- There are remarkable consistencies in gender **stereotypes** throughout the world. Those stereotypes include prescriptions for behaviors, occupations, and physical appearance. The mass media have been shown to affect the development and perpetuation of gender stereotypes.

CHAPTER SUMMARY AND LOOKING AHEAD

At the end of the chapter is a complete summary of the material covered in the chapter, along with a paragraph labeled "Looking Ahead" that will help you link what you have just learned to the material to be discussed in the next chapter.

LOOKING AHEAD

The influence of gender stereotypes can affect the degree to which individuals exhibit certain characteristic behaviors. However, your own experience should convince you that your male friends are not all the same, nor are your female friends. In the next chapter we turn our attention to the distinctive ways in which different people think, feel, and behave. These differences between individuals are summed up in the term *personality*.



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