The exam will consist of multiple choice questions (approximately 15 worth 3 points each, 5 IDs (6 points each) and one essay question worth 25 points. You’ll be able to choose 5 IDS from a list of 9. It will look a lot like a “Key Word” presentation. In other words, you need to define the term in your own words in terms of Gender and Communication in a paragraph. The exam will cover the material in the text Chapters 5, 8, 9, 11, the first two chapters of the Kilbourne Book (intro. and Chapter 1) as well as class discussion, films viewed in class and handouts. Best advice, read the book.

Study with a buddy! Go over terms together, reflect on class discussions, share notes. Email me if you have questions. Please bring a blue book to the exam (they can be purchased at the bookstore).

Terms to Know for Multiple Choice and IDS:

- Voice-over
- effortless perfection
- culture of romance
- male deficit model
- alternate paths model
- hidden curriculum
- male generic language
- speech communities
- parallel language
- tough guise
- second shift
- spotlighting
- psychological responsibility
- invisible hand discrimination
- “Mommy Myth”
- Complimentary Copy
- misandry/misogyny
- “man date”

Possible Essay Questions:

Two of these essay questions will appear on the exam and you will be asked to choose one and write about.
1). Describe the characteristics of the “Tough Guise” as identified and described by Jackson Katz in the film “Tough Guise.” Describe some of the cultural and media sources of the “Tough Guise” and include a more recent example that reinforces this notion of masculinity. What are the negative implications of the “tough guise” and why might this portrayal of masculinity be considered a “public health crisis” as Katz mentions in the film. Finally, provide an example such as Mark McGwire of an image of masculinity that runs counter to the “tough guise” and that represents instead male vulnerability and explain why images like these are important.

2). Discuss the two models that describe masculine and feminine ways of building relationships and expressing closeness. Explain how differences in masculine and feminine socialization may influence men and women in cross-sex friendships.

3). Drawing on material from your *Gendered Lives* textbook and class discussion, explain three gendered inequities that exist in educational settings today for students and/or faculty. What is/are the effects of these inequities? Finally, what changes could be made to make education more equitable?

4). The Kilbourne Book (and film) and your *Gendered Lives* textbook reviews how significant the impact of advertising is on all of us and reviews how women and men are portrayed in advertising. Discuss the portrayals of gender in this type of media. How influential are advertisements?