

GENED 130 SURVEY

The following is a survey from the university. We basically need your help in evaluating aspects of Gened 130, to see what students are getting out of it, so several (if not all) sections of Gened 130 will complete the same survey. The survey asks about your knowledge of course content, your general views of social issues, and your general ways of looking at things. Your responses will in no way affect your grade. You will also be asked for your age, sex, and year in school (freshman, sophomore, etc.). The survey should take approximately 20-30 minutes.

Your responses and other feedback can affect how the course is taught in future semesters (e.g., it can suggest possible changes). Your responses and other feedback are also important for the university-wide evaluation that is going on right now – this evaluation is necessary for the university to be “accredited” (so that your degrees mean something to the rest of the world). So thank you on behalf of the university.

Your individual responses in this survey will be anonymous, and every effort will be made to safeguard your identity and any information you provide from unauthorized access. Your names will not be used in any reports or presentations derived from this study.

Your participation is voluntary and choosing not to participate will not involve any penalty or loss of benefits. You are free to withdraw from participation at any time (without penalty or loss of benefits). *Completing this (survey, etc.) indicates that I am at least eighteen years of age and give my informed consent to participate in this study.*

If you have questions or concerns, feel free to contact the Gened 130 committee through Dan Stalder, Psychology Department, UW-Whitewater, 800 W. Main St., Whitewater, WI 53190-1790, dstalder@uwc.edu, 262-471-5419.

If you have questions or concerns regarding your participation (i.e., your rights/treatment), you may contact: Denise Ehlen, IRB Administrator, Research and Sponsored Programs, University of Wisconsin-Whitewater, 800 West Main Street, 2023 Roseman, Whitewater, WI 53190; Phone: 262-472-5212; Fax: 262-472-5214; E-Mail: ehlend@uww.edu

PLEASE BUBBLE IN YOUR RESPONSES ON THE SCANTRON FORM WITH A #2 PENCIL
(NAMES AND ID #'S SHOULD NOT BE BUBBLED IN)
PLEASE DO NOT WRITE ON THE SURVEY ITSELF

Choose the ONE BEST answer for each question.

1. Which of the following allows a researcher to make a cause-effect conclusion?
a) case study b) self-report c) correlational study d) experiment
2. Which of the following refers to “overgeneralizations about a group and its members that go beyond existing evidence?”
a) prejudice b) discrimination c) stereotypes d) prototypes
3. The gap between rich and poor in the U.S. is...
a) growing. b) remaining stable. c) decreasing. d) cannot be reliably determined.
4. To consider people who do not speak your language as being less intelligent would be an example of...
a) ethnocentrism. b) universalism. c) cultural relativism. d) cultural leveling.
5. The transmission of a culture from one person (or generation) to the next is **most** dependent upon...
a) a large brain.
b) natural human instincts.
c) the human capacity for creating and using technology.
d) the human capacity for language.

Please turn to the back side →

6. Minority groups...
- are groups at the bottom of a system of social stratification.
 - may actually be a majority of the population.
 - both a and b
 - neither a nor b
7. Men and women's unequal access to power, prestige, and property on the basis of their gender is referred to as gender...
- dominance.
 - stratification.
 - typing.
 - stereotyping.
8. Sex refers to _____ characteristics, while gender refers to _____ characteristics.
- biological; social
 - social; biological
 - genetic; physical
 - behavioral; inherited
9. Samantha is a salesclerk in a dress shop. She refuses to wait on any Hispanic women who come into the shop, even if all the other clerks are busy. Samantha's behavior is an example of...
- discrimination.
 - selfishness.
 - prejudice.
 - stereotyping.
10. Social _____ is a system in which groups of people are divided into layers according to their relative power, property, and prestige.
- stratification
 - networking
 - diversification
 - structure
11. The "_____ of poverty" refers to a trend in U.S. poverty whereby most poor families are headed by women.
- masculinization
 - feminization
 - genderization
 - sexualization
12. Crime in the U.S. is the result of...
- the structural characteristics of the society.
 - the personal characteristics of the criminal.
 - both structural and personal characteristics.
 - neither structural or personal characteristics.
13. Which of the following is **NOT** an example of traditional American gender role socialization? (Note: **NOT**)
- Parents assigning a daughter the after-dinner task of washing dishes, a son the task of mowing the lawn
 - A teacher praises a young boy for an excellent math paper; a girl for her penmanship
 - A parent gives her daughter a GI Joe and a toy gun for Christmas
 - A boy is ridiculed on the playground for wanting to join a jump-rope game
14. A group of college friends greets each other with handshakes and a clap on the shoulder. When Brad joins the group, he leaves his hand on Mark's shoulder for several seconds. Mark responds by backing away and giving Brad an angry look. Brad has just violated a social...
- value.
 - norm.
 - status.
 - desire.

For the following questions, choose from the following possible answer choices:

- Anthropology
 - Psychology
 - Sociology
 - Women's Studies
15. Which field would most likely study culture and pre-literate societies in different places around the world?
16. Which field would most likely study human rights and human suffering, especially as it pertains to gender?
17. Which field would most likely study individuals' self-concept, motivation, and emotions?
18. Which field would most likely conduct a study on the lived experiences of individual mothers as they reenter the world of work?
19. Which field would most likely study the effect of educational institutions on the earning potential of individuals?
20. Which field would most likely use large random surveys to collect data on human groups?
21. Which field would most likely conduct a controlled experiment in a laboratory setting?

For each of the following, please mark on your scantron form the letter that most closely reflects your response, from “Strongly agree” to “Strongly disagree”:

a) Strongly agree b) Agree c) Neutral/No opinion d) Disagree e) Strongly disagree

- 22. It’s important to learn about human diversity.
- 23. Awareness of human differences and similarities in regard to such characteristics as gender, ethnicity, social class, religion, and sexual orientation will increase my ability to communicate effectively with others.
- 24. Citizens of the U.S. cannot afford to be ignorant of other cultures.
- 25. People are affected by social factors of which they may not even be aware.
- 26. In general, poor people do not work hard enough to be successful.
- 27. In general, people are poor for reasons beyond their control.
- 28. It is a good thing that cultures are becoming more similar.
- 29. I am concerned about how my everyday activities and purchases affect people around the world.

The following are the general goals, or “learning objectives,” of this course. Please mark on your scantron form the letter that most closely reflects your response to each statement, from “Strongly agree” to “Strongly disagree”:

a) Strongly agree b) Agree c) Neutral/No opinion d) Disagree e) Strongly disagree

This course has helped me to:

- 30. Acquire a base of knowledge common to educated persons, and the capacity to expand that base over a lifetime
- 31. Understand the nature of scientific and systematic inquiry in the social sciences
- 32. Understand the major concepts, theories, and perspectives employed in the study of human behavior and the social and cultural world
- 33. Think critically and analytically, integrate and synthesize knowledge, and draw conclusions from complex material
- 34. Recognize diversity in American and other cultures, both contemporary and historical
- 35. Understand the development of individuals within diverse social, cultural, and historical contexts
- 36. Understand the effects of gender, race, class, and nationality on individuals in society
- 37. Recognize key social science concepts within written autobiographical accounts
- 38. Understand how individuals and groups are interrelated, and the ways in which social groups and institutions are created and evolve
- 39. Recognize how people’s personal values influence their social perceptions and decisions
- 40. Recognize the potential for people to effect change in social institutions, and understand the responsibility of individuals living in an interdependent world

Please turn to the back side →

For each of the following, please mark on your scantron form the letter that most closely reflects your response, from “Strongly agree” to “Strongly disagree”:

a) Strongly agree b) Agree c) Neutral/No opinion d) Disagree e) Strongly disagree

- 41. It upsets me to go into a situation without knowing what I can expect from it.
- 42. I’m not bothered by things that interrupt my daily routine.
- 43. I enjoy having a clear and structured mode of life.
- 44. I like to have a place for everything and everything in its place.
- 45. I find that a well-ordered life with regular hours makes my life tedious.
- 46. I don’t like situations that are uncertain.
- 47. I hate to change my plans at the last minute.
- 48. I hate to be with people who are unpredictable.
- 49. I find that a consistent routine enables me to enjoy life more.
- 50. I enjoy the exhilaration of being in unpredictable situations.
- 51. I become uncomfortable when the rules in a situation are not clear.
- 52. Even after I have made up my mind about something, I am always eager to consider a different opinion.
- 53. I dislike questions which could be answered in many different ways.
- 54. I feel irritated when one person disagrees with what everyone else believes.
- 55. In most social conflicts, I can easily see which side is right and which is wrong.
- 56. When considering most conflict situations, I can usually see how both sides could be right.

57. Gender: a) Female b) Male

58. Year in School: a) Freshman b) Sophomore c) Junior d) Senior

FOR AGE:

Please go to the “IDENTIFICATION NUMBER” section on the scantron form and BUBBLE IN THE DIGITS FOR YOUR AGE IN THE FIRST TWO COLUMNS; for example, if you are 21, then bubble in 2 in the first column and 1 in the second column.

Thank you for your participation in this survey.