Chapter 6: Power, Sexism, and Discrimination

Test Bank

# Multiple Choice

1. Researchers have yet to find any evidence of true \_\_\_\_\_\_ societies.

A. matriarchal

B. matrilineal

C. patriarchal

D. patrilineal

Ans: A

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Knowledge

Answer Location: Patriarchal and Matriarchal Social Structures

Difficulty Level: Easy

2. According to the myth of the matriarchy \_\_\_\_\_\_.

A. ancestral societies were both peaceful and ruled by women until patriarchies became the dominant social structure

B. woman currently hold higher status positions than men in certain collectivists cultures

C. society is gradually becoming more feminized as women gain power and status

D. in ancestral societies women were far more competitive, aggressive, and focused on wealth acquisition

Ans: A

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups. Cognitive Domain: Comprehension

Answer Location: Patriarchal and Matriarchal Social Structures

Difficulty Level: Medium

3. A society that traces descent through the mother’s kinship line but men hold higher political power would be \_\_\_\_\_\_ and \_\_\_\_\_\_.

A. matriarchal; patrilocal

B. matrilineal; patriarchal

C. matrilocal; patrilineal

D. matriarchal; matrilineal

Ans: B

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Application

Answer Location: Patriarchal and Matriarchal Social Structures

Difficulty Level: Hard

4. Which of the following would NOT necessarily describe a society that is patrilineal, patrilocal, and matriarchal?

A. Women are the primary decision-makers.

B. Husbands typically live near their wives families.

C. Descent is traced through the father’s kinship line.

D. Having multiple lovers prior to marriage is socially accepted.

Ans: D

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Comprehension

Answer Location: Patriarchal and Matriarchal Social Structures

Difficulty Level: Medium

5. \_\_\_\_\_\_ power manifests by shaping how society operates in determining which groups of people have access to resources

A. Structural

B. Relational

C. Dyadic

D. Patrilineal

Ans: A

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups. Cognitive Domain: Comprehension

Answer Location: Structural Versus Dyadic Power

Difficulty Level: Medium

6. Men tend to hold more \_\_\_\_\_\_ and women sometimes hold more \_\_\_\_\_\_.

A. dyadic; political

B. structural; relational

C. relational; economic

D. political; structural

Ans: B

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Comprehension

Answer Location: Structural Versus Dyadic Power

Difficulty Level: Medium

7. Those who hold more \_\_\_\_\_\_ tend to have more control over the home and family.

A. dyadic power

B. structural power

C. social status

D. economic resources

Ans: A

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Knowledge

Answer Location: Structural Versus Dyadic Power

Difficulty Level: Easy

8. According to sex ratio theory, men outnumbering women should have what effect upon women’s power?

A. Increases their dyadic power

B. Increases their structural power

C. Decreases their dyadic power

D. Decreases their structural power

Ans: A

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Knowledge

Answer Location: Structural Versus Dyadic Power

Difficulty Level: Easy

9. Which of the following pieces of evidence has been found in support of sex ratio theory?

A. Women’s mate preferences are more selective when men outnumber them.

B. Men show more relationship commitment when they outnumber women.

C. Women marry younger when they outnumber men.

D. Women have more sexual partners when they are outnumbered by men.

Ans: B

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Knowledge

Answer Location: Structural Versus Dyadic Power

Difficulty Level: Easy

10. According to sex ratio theory, which of the following is an outcome of women outnumbering men?

A. women expect more from their relationship

B. increases in women’s economic and political influence

C. women gain dyadic power

D. increase male promiscuity and decreased commitment

Ans: D

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups. Cognitive Domain: Comprehension

Answer Location: Structural Versus Dyadic Power

Difficulty Level: Medium

11. In Western culture, belonging to each of the following groups tends to grant higher power EXCEPT \_\_\_\_\_\_.

A. heterosexuals

B. democrats

C. White people

D. Christians

Ans: B

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Knowledge

Answer Location: Structural Versus Dyadic Power

Difficulty Level: Easy

12. Pratto and Walker (2004) identify three types of power including \_\_\_\_\_\_.

A. force, resource control, cultural ideologies

B. structural, dyadic, relational

C. patriarchal, matriarchal, societal

D. direct, indirect, moderated

Ans: A

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Knowledge

Answer Location: Ways of Exerting Power

Difficulty Level: Easy

13. Which of the following positively correlates with national levels of male-to-female sexual violence?

A. women’s structural power

B. men’s dyadic power

C. exposure to gender stereotypes in the media

D. gender inequality

Ans: D

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups. Cognitive Domain: Knowledge

Answer Location: Force

Difficulty Level: Easy

14. In the United States, which of the following social groups is most likely to use force to maintain power and control over others?

A. Christians

B. Black people

C. proponents of right wing ideology

D. men

Ans: D

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Application

Answer Location: Force

Difficulty Level: Hard

15. Which best describes how resource control gives power to dominant groups?

A. by directly forcing others to submit to one’s authority physically or psychologically

B. by fostering relationships through dependence on others

C. controlling desirable goods promotes safety, health, and freedom

D. promoting favorable cultural ideologies increase group status

Ans: C

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Comprehension

Answer Location: Resource Control

Difficulty Level: Medium

16. What is an exception to the general pattern of men’s greater resource control?

A. political influence

B. child custody

C. economic decision-making

D. control over physical health.

Ans: B

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Comprehension

Answer Location: Resource Control

Difficulty Level: Medium

17. Assumptions of early social psychologists that studies with only male participants would generalize to all people best reflects differences in which type of power?

A. force

B. resource control

C. cultural ideologies

D. dyadic

Ans: C

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Comprehension

Answer Location: Cultural Ideologies

Difficulty Level: Medium

18. \_\_\_\_\_\_ encourage(s) members of subordinate groups to accept their own lower status. For example, women who appreciate the benefits of protection and chivalry that their female status earns them.

A. Cultural ideologies

B. Resource dependence

C. Patrilineal norms

D. Dyadic inequality

Ans: A

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Comprehension

Answer Location: Cultural Ideologies

Difficulty Level: Medium

19. Which of the following descriptors does NOT necessarily apply to the term “privilege?”

A. automatic

B. conscious

C. unearned

D. associated with membership in a dominant group

Ans: B

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups. Cognitive Domain: Comprehension

Answer Location: Privilege

Difficulty Level: Medium

20. The idea that individuals who belong to two or more intersecting subordinate groups will experience more discrimination than individuals who belong to one subordinate group is expressed by \_\_\_\_\_\_.

A. sex ratio theory

B. the double jeopardy hypothesis

C. social dominance theory

D. the intersectional invisibility hypothesis

Ans: B

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Comprehension

Answer Location: Intersectionality, Double Jeopardy, and Invisibility

Difficulty Level: Medium

21. Which of the following groups is most likely to encounter harassment in the workplace?

A. women of color

B. White women

C. Men of color

D. White men

Ans: A

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Application

Answer Location: Intersectionality, Double Jeopardy, and Invisibility

Difficulty Level: Hard

22. Based on research examining intersectional invisibility, which of the following groups would you predict to yield the greatest number of recognition errors in a test of facial memory (i.e., have the most difficulty remembering faces in a recall task)?

A. Latina women

B. Muslim men

C. White men

D. red-haired women

Ans: A

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Application

Answer Location: Intersectionality, Double Jeopardy, and Invisibility

Difficulty Level: Hard

23. There is some disagreement over which part of the definition of sexism?

A. whether stereotypes that do not result in discrimination counts as sexism

B. whether conscious prejudice is a necessary component of sexism

C. whether groups with greater structural power (i.e., men) can be victims of sexism

D. whether sex-based discrimination perpetrated by and targeting women is sexism

Ans: C

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Comprehension

Answer Location: What Is Sexism, and Why Does It Persist?

Difficulty Level: Medium

24. \_\_\_\_\_\_ sexism consists of antagonistic and insulting beliefs about women and their roles

A. Implicit

B. Explicit

C. Hostile

D. Benevolent

Ans: C

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Knowledge

Answer Location: Ambivalent Sexism Toward Women

Difficulty Level: Easy

25. \_\_\_\_\_\_ sexism consists of subjectively positive and well-intentioned beliefs about women and their importance that also portray women as weak and in need of protection.

A. Implicit

B. Explicit

C. Hostile

D. Benevolent

Ans: D

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Knowledge

Answer Location: Ambivalent Sexism Toward Women

Difficulty Level: Easy

26. Which of the following groups is most likely to be targeted with benevolent sexism?

A. feminists

B. homemakers

C. lesbians

D. women of color

Ans: B

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Application

Answer Location: Ambivalent Sexism Toward Women

Difficulty Level: Hard

27. All of the following correlate NEGATIVELY with benevolent sexism EXCEPT \_\_\_\_\_\_.

A. length of sentencing recommended for perpetrators of rape

B. blaming victims of domestic violence

C. motivation to fight against unfair treatment

D. Support for abortion in circumstances involving rape or the health of the mother

Ans: B

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Knowledge

Answer Location: Ambivalent Sexism Toward Women

Difficulty Level: Easy

28. Which of the following best describes the relationship between benevolent and hostile sexism?

A. negatively correlated

B. unrelated

C. culturally dependent

D. complementary

Ans: D

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Comprehension

Answer Location: Ambivalent Sexism Toward Women

Difficulty Level: Medium

29. Which of the following is an example of a benevolent attitude toward men?

A. resentment toward men who are arrogant and power-hungry

B. negative feelings toward overtly feminine men

C. beliefs that men ought to be cared for domestically by women

D. stereotypes of men as warm and caring

Ans: C

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Knowledge

Answer Location: Ambivalent Attitudes Toward Men

Difficulty Level: Easy

30. “It is not a problem if some people have more of a chance at life than others” is an example of an item used to measure \_\_\_\_\_\_.

A. social dominance orientation

B. just world beliefs

C. hostile sexism

D. benevolent sexism

Ans: A

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Knowledge

Answer Location: Social Dominance and System Justification Theories

Difficulty Level: Easy

31. Researchers have found evidence for each of the following regarding social dominance orientation (SDO) EXCEPT \_\_\_\_\_\_.

A. members of dominant groups score higher on SDO

B. SDO correlates with sexism and racism

C. liberals and conservatives are equally likely to score high on SDO

D. people who score low on SDO tend to prefer occupations such as social work and counseling

Ans: C

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Comprehension

Answer Location: Social Dominance and System Justification Theories

Difficulty Level: Medium

32. People are most likely to internalize cultural ideologies that justify their own status when the social hierarchy is perceived as \_\_\_\_\_\_.

A. permeable

B. mutable

C. illegitimate

D. stable

Ans: D

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Comprehension

Answer Location: Social Dominance and System Justification Theories

Difficulty Level: Medium

33. According to \_\_\_\_\_\_ members of low status groups are motivated to endorse beliefs that legitimize their own low status out of a need to view the hierarchy as fair.

A. social dominance theory

B. system justification theory

C. cognitive dissonance theory

D. ambivalent sexism theory

Ans: B

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Knowledge

Answer Location: Social Dominance and System Justification Theories

Difficulty Level: Easy

34. Which of the following is the best example of a status legitimizing belief?

A. Women are low in agency but high in warmth.

B. People of color face undue discrimination in the hiring process.

C. Rich people are usually born into their wealth.

D. People have unequal access to education opportunities.

Ans: A

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Application

Answer Location: Social Dominance and System Justification Theories

Difficulty Level: Hard

35. Mark Brandt (2011) found what in a longitudinal study of 57 different countries tracking the sexist beliefs of 82,000 respondents over time?

A. only men’s sexist beliefs predicted negative outcomes for women

B. sexist beliefs predicted similarly negative outcomes for both men and women

C. sexist attitudes at time one predicted decreases in national gender equality at time two

D. access to education at time one predicted sexist attitudes at time two

Ans: C

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Knowledge

Answer Location: Why Do Sexist Attitudes Matter?

Difficulty Level: Easy

36. \_\_\_\_\_\_ is treatment based solely on one’s sex, sexual orientation, or gender identity.

A. Systemic sexism

B. Hostile sexism

C. Benevolent sexism

D. Gender discrimination

Ans: D

Learning Objective: 6-3: Explain the types and consequences of gender discrimination.

Cognitive Domain: Knowledge

Answer Location: What is Gender Discrimination?

Difficulty Level: Easy

37. A woman asking her gay male coworker to oversee decorations for the office party by saying “you’re probably good at it,” is an example of \_\_\_\_\_\_.

A. overt gender discrimination

B. a micro-aggression

C. verbal aggression

D. explicit prejudice

Ans: B

Learning Objective: 6-3: Explain the types and consequences of gender discrimination.

Cognitive Domain: Knowledge

Answer Location: What Is Gender Discrimination?

Difficulty Level: Easy

38. Why does Lilienfeld (2017) argue that researchers have struggled to study micro-aggressions empirically?

A. because their effects are small and hence difficult to measure

B. people who suffer most from micro-aggressions are difficult to recruit as participants

C. laypeople don’t understand what micro-aggressions are

D. the term micro-aggression is overly broad and lacks coherent meeting

Ans: D

Learning Objective: 6-3: Explain the types and consequences of gender discrimination.

Cognitive Domain: Comprehension

Answer Location: What Is Gender Discrimination?

Difficulty Level: Medium

39. Based on the world economic forum’s report on The Global Gender Gap Index, which of the following countries has the highest gender equality?

A. Sweden

B. Yemen

C. The United States

D. Australia

Ans: A

Learning Objective: 6-3: Explain the types and consequences of gender discrimination.

Cognitive Domain: Knowledge

Answer Location: Global Gender Discrimination in Education and Politics

Difficulty Level: Easy

40. Each of the following is positively associated with girls’ access to education across countries EXCEPT \_\_\_\_\_\_.

A. economic hardship for men

B. decreased rates of sexual violence

C. positive health outcomes for mothers and children

D. country’s GDP

Ans: A

Learning Objective: 6-3: Explain the types and consequences of gender discrimination.

Cognitive Domain: Knowledge

Answer Location: Global Gender Discrimination in Education and Politics

Difficulty Level: Easy

41. The global average representation of women in legislative bodies is around \_\_\_\_\_\_.

A. 10%

B. 20%

C. 50%

D. 66%

Ans: A

Learning Objective: 6-3: Explain the types and consequences of gender discrimination.

Cognitive Domain: Knowledge

Answer Location: Global Gender Discrimination in Education and Politics

Difficulty Level: Easy

42. Individualistic cultures are especially likely to endorse belief in \_\_\_\_\_\_ which may in turn drive opposition to policies such as affirmative action.

A. benevolent sexism

B. system legitimizing ideologies

C. meritocracy

D. authoritarianism

Ans: C

Learning Objective: 6-4: Evaluate the difficulties of recognizing and confronting discrimination and the methods that individuals and groups use to resist and reduce discrimination.

Cognitive Domain: Knowledge

Answer Location: Affirmative Action: It’s the Law

Difficulty Level: Easy

43. This type of sexism measures the denial that gender discrimination still exists.

A. hostile sexism

B. benevolent sexism

C. modern sexism

D. implicit sexism

Ans: C

Learning Objective: 6-4: Evaluate the difficulties of recognizing and confronting discrimination and the methods that individuals and groups use to resist and reduce discrimination.

Cognitive Domain: Knowledge

Answer Location: Affirmative Action: It’s the Law

Difficulty Level: Easy

44. Which of the following is TRUE of how women respond to actual gender discrimination?

A. They are *more* likely to confront the perpetrator than they predict.

B. They are *less* likely to confront the perpetrator than they predict.

C. They respond with indirect, relational forms of aggression.

D. They respond with physical, direct forms of aggression.

Ans: B

Learning Objective: 6-4: Evaluate the difficulties of recognizing and confronting discrimination and the methods that individuals and groups use to resist and reduce discrimination.

Cognitive Domain: Comprehension

Answer Location: Confronting Gender Discrimination: Individual Efforts

Difficulty Level: Medium

45. \_\_\_\_\_\_ refers to the difficulty people have in attributing negative treatment to discrimination where other possible explanations are present.

A. Dispositional vagueness

B. Androcentrisim

C. Correspondence bias

D. Attributional ambiguity

Ans: D

Learning Objective: 6-4: Evaluate the difficulties of recognizing and confronting discrimination and the methods that individuals and groups use to resist and reduce discrimination.

Cognitive Domain: Knowledge

Answer Location: Confronting Gender Discrimination: Individual Efforts

Difficulty Level: Easy

46. What difference did Crosby and colleagues (1986) find between exposing men to statistics for women’s and men’s salaries in a piecemeal versus aggregated format?

A. Participants were better at empathizing with women in the piecemeal condition.

B. The aggregate format increased perceived gender discrimination.

C. The piecemeal condition created more vivid examples and increased perceived sexism.

D. The aggregate format revealed little sex differences in salary.

Ans: B

Learning Objective: 6-4: Evaluate the difficulties of recognizing and confronting discrimination and the methods that individuals and groups use to resist and reduce discrimination.

Cognitive Domain: Comprehension

Answer Location: Confronting Gender Discrimination: Individual Efforts

Difficulty Level: Medium

47. Which of the following has been shown to contribute to the attributional ambiguity of discrimination?

A. encountering evidence in an aggregated format

B. whether the source of the discrimination is male or female

C. embedding discriminatory sentiments in humor

D. the presence of bystanders

Ans: C

Learning Objective: 6-4: Evaluate the difficulties of recognizing and confronting discrimination and the methods that individuals and groups use to resist and reduce discrimination.

Cognitive Domain: Comprehension

Answer Location: Confronting Gender Discrimination: Individual Efforts

Difficulty Level: Medium

48. \_\_\_\_\_\_ consists of behavior enacted on behalf of a group with the goal of improving conditions for the entire group.

A. Individual effort

B. Collective action

C. Virtue signaling

D. Intergroup conflict

Ans: B

Learning Objective: 6-4: Evaluate the difficulties of recognizing and confronting discrimination and the methods that individuals and groups use to resist and reduce discrimination.

Cognitive Domain: Comprehension

Answer Location: Confronting Gender Discrimination: Individual Efforts

Difficulty Level: Medium

49. Wright (2010) found what two factors must be present before people will engage in collective action?

A. favorable cultural ideologies and feelings of group solidarity

B. someone in political power working for the group’s interest and perceived illegitimacy

C. allies acting alongside the group and sympathy for its plight

D. recognition of disadvantage and anger on behalf of the group

Ans: D

Learning Objective: 6-4: Evaluate the difficulties of recognizing and confronting discrimination and the methods that individuals and groups use to resist and reduce discrimination.

Cognitive Domain: Application

Answer Location: Resisting Gender Discrimination: Collective Action

Difficulty Level: Hard

50. According to research on the allies of disadvantaged groups, you might expect each of the following to be TRUE of a vocal, male proponent of gender equality EXCEPT \_\_\_\_\_\_.

A. he will be more likely to be perceived as inauthentic

B. he will be stereotyped as highly feminine

C. he will report meeting needs for belongingness and community

D. he will gain knowledge about disadvantaged groups

Ans: A

Learning Objective: 6-4: Evaluate the difficulties of recognizing and confronting discrimination and the methods that individuals and groups use to resist and reduce discrimination.

Cognitive Domain: Comprehension

Answer Location: Being an Ally

Difficulty Level: Medium

# True/False

1. Ancient history has several examples of true matriarchal societies.

Ans: F

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups. Cognitive Domain: Comprehension

Answer Location: Patriarchal and Matriarchal Social Structures

Difficulty Level: Medium

2. Patriarchal power is, by definition, dyadic.

Ans: F

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Comprehension

Answer Location: Structural Versus Dyadic Power

Difficulty Level: Medium

3. According to sex ratio theory, when men outnumber women, women hold more dyadic power.

Ans: T

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Knowledge

Answer Location: Structural Versus Dyadic Power

Difficulty Level: Easy

4. Cultural ideologies are a type of power, identified by Pratto and Walker (2004), that are relevant to sex and gender.

Ans: T

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Comprehension

Answer Location: Ways of Exerting Power

Difficulty Level: Medium

5. An individual who is Black will likely experience the same amount of discrimination as someone who is Black and Muslim.

Ans: F

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Knowledge

Answer Location: Intersectionality, Double Jeopardy, and Invisibility

Difficulty Level: Easy

6. If you ask someone to imagine a gay person, they will most likely picture someone who is White and male.

Ans: T

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Knowledge

Answer Location: Intersectionality, Double Jeopardy, and Invisibility

Difficulty Level: Easy

7. The belief that women use their gender to their advantage and complain about sexism when they are outperformed is an example of hostile sexism.

Ans: T

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Knowledge

Answer Location: Ambivalent Sexism Toward Women

Difficulty Level: Easy

8. It is easier to identify benevolent sexism as sexism than hostile sexism.

Ans: F

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Knowledge

Answer Location: Ambivalent Sexism Toward Women

Difficulty Level: Easy

9. Just as people hold ambivalent attitudes toward women, people also hold benevolent and hostile attitudes toward men.

Ans: T

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Knowledge

Answer Location: Ambivalent Attitudes Toward Men

Difficulty Level: Easy

10. System justification theory posits that only people in positions of high power and status are motivated to justify the sociopolitical system in which they reside.

Ans: F

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Knowledge

Answer Location: Social Dominance and System Justification Theories

Difficulty Level: Easy

11. People high in social dominance orientation are more likely to seek and prefer occupations in law, politics, and business.

Ans: T

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Comprehension

Answer Location: Social Dominance and System Justification Theories

Difficulty Level: Medium

12. Structural power imbalances are key to the definition of gender discrimination.

Ans: F

Learning Objective: 6-3: Explain the types and consequences of gender discrimination.

Cognitive Domain: Knowledge

Answer Location: What is Gender Discrimination?

Difficulty Level: Easy

13. The United States ranks in the top 20 nations in the world based on the World Economic Forum’s measure of gender equality.

Ans: F

Learning Objective: 6-3: Explain the types and consequences of gender discrimination.

Cognitive Domain: Knowledge

Answer Location: Global Gender Discrimination in Education and Politics

Difficulty Level: Easy

14. Women are accurate at predicting whether or not they would speak up when encountering gender discrimination.

Ans: F

Learning Objective: 6-4: Evaluate the difficulties of recognizing and confronting discrimination and the methods that individuals and groups use to resist and reduce discrimination.

Cognitive Domain: Knowledge

Answer Location: Confronting Gender Discrimination: Individual Efforts

Difficulty Level: Easy

15. Reading brief descriptions of benevolently sexist beliefs can actually reduce women’s collective action behavior.

Ans: T

Learning Objective: 6-4: Evaluate the difficulties of recognizing and confronting discrimination and the methods that individuals and groups use to resist and reduce discrimination.

Cognitive Domain: Knowledge

Answer Location: Resisting Gender Discrimination: Collective Action

Difficulty Level: Easy

# Short Answer

1. Explain the difference between structural and dyadic power.

Ans: Structural power manifests by shaping how society operates and determining which groups of people have (or lack) access to resources, education, autonomy, jobs, and so on. In contrast, dyadic power refers to the capacity to choose intimate partners and relationships, and to control the interactions and decisions that occur within those relationships.

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups. Cognitive Domain: Knowledge

Answer Location: Structural Versus Dyadic Power

Difficulty Level: Easy

2. Briefly describe the three types of power identified by Pratto and Walker (2004).

Ans: Force, one common type of power, refers to the capacity to inflict physical or psychological harm on another. A second type of power, resource control, refers to controlling the creation or distribution of essential and desirable goods such as money, land, food, and other valued commodities. Finally, culturalideologies are sets of beliefs and assumptions about groups that explain and justify unequal social hierarchies.

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups. Cognitive Domain: Comprehension

Answer Location: Ways of Exerting Power

Difficulty Level: Easy

3. What is the double jeopardy hypothesis?

Ans: The double jeopardy hypothesis states that individuals who belong to two or more intersecting subordinate groups will experience more discrimination than individuals who belong to one subordinate group.

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Knowledge

Answer Location: Intersectionality, Double Jeopardy, and Invisibility.

Difficulty Level: Easy

4. What is sexism? What part of the definition of sexism has been the subject of some debate?

Ans: Sexism refers to negative attitudes toward individuals based solely on their sex, combined with institutional and cultural practices that support the unequal status of different sex categories. To many psychologists, sexism and sex-based discrimination are two separate constructs, with sexism by definition involving structural power differences. As a result, some psychologists disagree over whether men can be the victims of sexism or can only perpetrate it against women (since men have more structural power).

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Knowledge

Answer Location: What Is Sexism and Why Does It Persist?

Difficulty Level: Easy

5. Explain the difference between hostile and benevolent sexism.

Ans: Hostile sexism consists of antagonistic and insulting beliefs about women and their roles. Benevolent sexism consists of subjectively positive and well-intentioned beliefs about women and their importance, but it is also patronizing because it portrays women as weak and in need of protection.

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Knowledge

Answer Location: Ambivalent Sexism Toward Women

Difficulty Level: Easy

6. Describe two strategies for motivating people to engage in collective action against discrimination.

Ans: Anger arouses and motivates people to confront and challenge the source of their anger, and exposure to hostile sexism increase women’s anger and disgust. Encouraging greater awareness of the unfair disadvantage that sexism perpetuates also motivates collection action.

Learning Objective: 6-4: Evaluate the difficulties of recognizing and confronting discrimination and the methods that individuals and groups use to resist and reduce discrimination.

Cognitive Domain: Application

Answer Location: How Can We Resist and Reduce Gender Discrimination?

Difficulty Level: Hard

# Essay

1. Detail the outcomes predicted by sex ratio theory both for when men outnumber women and when women outnumber men. Include in your discussion outcomes for power, partner selectivity, promiscuity, and commitment. What is the state of the evidence for the theory? Describe at least two pieces of evidence related to the theory. Ans: According to *sex ratio theory* when men outnumber women, women should hold more dyadic power because they have a larger pool of potential partners and more alternatives to choose from if they grow dissatisfied with current partners. As their dyadic power increases, heterosexual women should become more selective, placing more emphasis on high-quality male mates who exhibit signs of status, commitment, and financial resources. Heterosexual men, who must attract partners from a relatively small pool, should display more desirable qualities to increase their appeal as mates. When women outnumber men, men tend to have more dyadic power because they have a larger pool of potential mates. According to sex ratio theory, the availability of numerous female partners should encourage male promiscuity and discourage male commitment to any one partner, so heterosexual marriage rates will decline, people will marry later, and divorce rates will climb. In contrast to the theory, we lack evidence that women’s mate preferences are more selective when men outnumber them. In support of the theory, however, men tend to show more relationship and family commitment when they outnumber women, resulting in lower divorce rates.

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Analysis

Answer Location: Structural Versus Dyadic Power

Difficulty Level: Medium

2. Explain how the idea of prototypically is related to intersectional invisibility. How are the ideologies of androcentrism, ethnoscentrism, and hetercentrism related? Provide examples of social groups that are more or less visible than the other, and explain why this is the case.

Ans: The intersectional invisibility hypothesis posits that the experiences of people with multiple subordinate identities tend to be ignored or disregarded, leading them to feel socially invisible. This is because ideologies of androcentrism, ethnocentrism, and heterocentrism reinforce the idea that members of dominant groups are the cultural default, or prototype.For instance, men are the prototypical sex while women are non-prototypical; White people are the prototypical race (in the U.s. and many modern Western contexts) while people of color are non-prototypical; heterosexual people are the prototypical sexual orientation while sexual minority individuals are non-prototypical; and so on. Members of prototypical groups tend to be more visible and come to mind more easily than non-prototypical groups.

Learning Objective: 6-1: Explain how social structures are organized by sex across cultures and how power and privilege shape the experiences of individuals and groups.

Cognitive Domain: Analysis

Answer Location: Intersectionality, Double Jeopardy, and Invisibility

Difficulty Level: Medium

3. Describe ambivalent sexism theory. Distinguish between hostile and benevolent sexism, provide examples of each, and detail how each uniquely perpetuates status differences between men and women.

Ans: According to ambivalent sexism theory, a combination of hostile and benevolent attitudes characterize the relations between women and men. Hostile sexism is an ideology that justifies men’s dominance over women by portraying women as inferior to men. It consists of antagonistic and insulting beliefs about women and their roles, for instance, the beliefs that women are less competent than men, that women are moody and untrustworthy, and that women manipulate and control men sexually. Benevolent sexism consists of subjectively positive and well-intentioned beliefs about women and their importance, but it is also patronizing because it portrays women as weak and in need of protection. An example of benevolent sexism is the tendency to save “women and children first” in times of emergency. People most often direct hostile sexism at women who seek status and power, or who reject traditional gender role norms and attempt to move into male-dominated spheres. Hostilely sexist beliefs cast such women as manipulative, untrustworthy, and “seeking to control men.” Thus, hostile sexism exerts social pressure on women when they attempt to disrupt the gender hierarchy, suppressing their efforts to seek independence and power. In contrast, people most often direct benevolent sexism at women who embrace traditional gender roles as homemakers, caregivers, and low status workers. Such women are idealized, cherished, and protected. Thus, benevolent sexism “rewards” women who accept traditional female roles without fuss, whereas hostile sexism punishes women who reject these roles.

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Analysis

Answer Location: Ambivalent Sexism Toward Women

Difficulty Level: Medium

4. Briefly summaries both social dominance and system justification theories. Explain how each explains the perpetuation of unequal group hierarchies. Explain what a legitimizing ideology is and provide an example that researchers have examined.

Ans: According to social dominance theory, hierarchies based on sex and ethnicity are legitimized, in part, with the help of a belief known as social dominance orientation, or, the belief that inequality is right and fair because some people and groups should have more status than others. Thus members of dominant groups or people high on SDO tend to both embrace cultural ideologies that justify hierarchy and to seek occupations capable of perpetuating power differences. System justification theory posits that all people have a powerful motivation to justify the sociopolitical system in which their lives are embedded. Because feelings of uncertainty and unfairness threaten people’s needs for security, people are motivated to accept the current social system as legitimate, even if it denies them access to resources. Legitimizing ideologies reflect beliefs that serve to justify the current sociopolitical system. One example of these are complementary stereotypes, or stereotypes that link the same group to both positive and negative qualities. People are motivated to believe that if a group has a clear disadvantage, it also has some compensatory positive attributes that make the disadvantage seem less unfair. For example, hostile and benevolent sexism contain complementary stereotypes by portraying women as simultaneously less competent than men and more virtuous than men.

Learning Objective: 6-2: Evaluate different theoretical perspectives on sexism and gender inequality.

Cognitive Domain: Comprehension

Answer Location: What Is Sexism, and Why Does It Persist?

Difficulty Level: Medium