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| **Review Questions**  **Directions:** Locate each heading below in your textbook. Then use the information under the correct heading and subheading to help you write each answer.  **I. Functionalism and Gender** |
| **1.**According to functionalists, why did a division of labor that was based on sex survive? |

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| **2.**How did this thinking change as agrarian societies became industrialized? |

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| **II. Conflict Theory and Gender** |
| **3.**How does conflict theory connect gender differences to people’s access to resources? |

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| **4.**In what sense does “gender apartheid” take this view to the extreme? |

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| **5.**Why do conflict theorists approve of women’s moving into careers once reserved for men? |

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| **III. Symbolic Interactionism and Gender** |
| **6.**According to symbolic interactionists, how do children acquire gender? |

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| **7.**What does research indicate about gender socialization during the school years? |

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| **8.**How does adolescent peer pressure affect gender roles? |

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| **Summary and Reflection**  **Directions:** Summarize the main ideas of this lesson by answering the questions below. |
| **9.**When it comes to gender roles, what do these three theoretical perspectives have in common? What do you think is an important difference among them? |

**VOCABULARY: Chapter 9 Lesson 2: DEFINE/EXPLAIN the following words/terms IYOWs:**

1. Gender Socialization:
2. Gender Apartheid:

**Answer Key**

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| **1.**Early cultures found the division efficient: Men were physically stronger and more expendable than women, so it generally made sense for them to take on the dangerous roles of hunters and protectors. |

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| **2.**Many industrial jobs could be done by women as well as by men; furthermore, group survival became less dependent upon the survival of one sex rather than the other. |

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| **3.**According to conflict theory, men have tried to maintain their dominance over women out of a desire to keep their greater access to political, economic, and social resources. |

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| **4.**In order to keep male dominance strong, “gender apartheid” imposes restrictions so that women of the culture are seen and heard as little as possible. |

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| **5.**Conflict theorists believe that this move leads to fairer access to resources, helps to reform dysfunctions of gender roles, and is more “functional” for society in general. |

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| **6.**Gender, or how boys and girls are “supposed to act,” is taught by parents and other relatives, teachers, peers, and by the mass media. |

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| **7.**From preschool through college, it appears that boys are encouraged to be academically assertive and competitive while girls are encouraged to be academically passive, to dislike math and science, and to defer to boys. |

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| **8.**To get acceptance and respect from their peers, teens are pressured to conform to traditional gender roles. |

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| **9.**A complete answer should include: All three perspectives recognize that men historically have been dominant over women—and that, to a large extent, they still are. Students may suggest that the most important difference is in the justification for that dominance. Functionalism points out that it was justified as the most effective system in preindustrial societies; conflict theory, that it has been justified by men who have wanted to keep their greater access to resources; symbolic interactionism, that it may be justified because traditional gender roles have been in place for such a long time that it is easier not to challenge them. |