

Section 1: Mapping the Field: An Introduction to Women's, Gender and Sexuality Studies
<https://allanjohnson.com/products/test-bank-introduction-to-womens-gender-and-sexuality-studies-interdisciplinary-2e-saraswati>

Test Bank

Type: multiple choice question

Title: Hooks: Section 01 Question 01

1) The form of feminism bell hooks identifies in which women work **within** the existing power structures to maximize their freedom is called:

Feedback: Reformist feminism works to undo existing power structures toward liberation. The others have different definitions.

Page reference: bell hooks, "Feminist Politics"

- a. Lifestyle Feminism
- b. Radical Feminism
- *c. Reformist Feminism
- d. Revolutionary Feminism

Type: multiple choice question

Title: Hooks: Section 01 Question 02

2) The form of feminism bell hooks identifies in which women work to deconstruct the existing power structures and build new structures to maximize their freedom is called:

Feedback: Revolutionary feminism is defined as working to create new conceptualizations of power instead of trying to reform those already in existence.

Page reference: bell hooks, "Feminist Politics"

- a. Lifestyle Feminism
- b. Radical Feminism
- c. Reformist Feminism
- *d. Revolutionary Feminism

Type: multiple choice question

Title: Hooks: Section 01 Question 03

3) The form of feminism bell hooks identifies in which politics holds no relevance is called:

Lifestyle feminism has no political agenda and solely focuses on the individual.

Page reference: bell hooks, "Feminist Politics"

- *a. Lifestyle Feminism
- b. Radical Feminism
- c. Reformist Feminism
- d. Revolutionary Feminism

Type: multiple choice question

Title: Johnson: Section 01 Question 04

4) Some critics objected to Johnson's statement that the participants in the patriarchy include:

Feedback: This essay focuses on the idea that women can enact misogyny just as men can.)

Page reference: Allan Johnson, "Patriarchy, the System: An It, Not a He, a Them, or an Us" (2014)

- a. Men
- *b. Women
- c. Children
- d. Those in the LGBT community

Type: multiple choice question

Title: Johnson: Section 01 Question 05

5) Allen Johnson claims that patriarchy is:

Feedback: This essay argues that patriarchy is not just about people, specifically about men, but about larger structural systems that enact misogyny.

Page reference: Allan Johnson, "Patriarchy, the System: An It, Not a He, a Them, or an Us" (2014)

- *a. A system
- b. A particular individual

- c. Static
- d. Universal

Type: multiple choice question

Title: Johnson: Section 01 Question 06

6) Patriarchy privileges:

Feedback: Because patriarchy is a system, it privileges other structural concepts such as masculinity and power. Femininity is marginalized in patriarchal structures.

Page reference: Allan Johnson, "Patriarchy, the System: An It, Not a He, a Them, or an Us" (2014)

- a. Femininity
- b. Dominance/Control
- c. Masculinity
- *d. Both B and C

Type: multiple choice question

Title: Fausto-Sterling: Section 01 Question 07

7) Anne Fausto-Sterling estimates that for every 1,000 children born, roughly are intersex.

Feedback: This number, 17, is directly from the reading.

Page reference: Anne Fausto-Sterling, "The Five Sexes Revisited" (2000)

- a. 3
- b. 11
- *c. 17
- d. 22

Type: multiple choice question

Title: Fausto-Sterling: Section 01 Question 08

8) Which of these are sexes named in Anne Fausto-Sterling's "The Five Sexes?"

Feedback: Herms, merms, and ferms are all terms that the author uses, though those terms are not used as much today.

Page reference: Anne Fausto-Sterling, "The Five Sexes Revisited" (2000)

- a. Merms, germs, and ferms
- b. Herms, memes, and merms
- c. Herms, lermes, and merms
- *d. Herms, merms, and ferms

Type: multiple choice question

Title: Fausto-Sterling: Section 01 Question 09

9) What change/changes do the author suggest to add legal protections for intersex and transgender persons?

Feedback: The authors argues for eliminative gender from official documents as a way to disrupt the gender binary.

Page reference: Anne Fausto-Sterling, "The Five Sexes Revisited" (2000)

- a. Disallow same-sex marriage
- *b. Eliminate gender from official documents
- c. Use a gender binary when asking people to identify themselves.
- d. All of the above

Type: multiple choice question

Title: Ijeoma: Section 01 Question 10

10) While coming of age in Nigeria, where did Ijeoma find relief from the strict gender roles that focused on her becoming a wife?

Feedback: Much of the reading is about the author finding relief at school where she was allowed to think of a future that involved more than becoming a wife.

Page reference: Ijeoma A., "Because You're a Girl" (2002)

- a. Home
- *b. School
- c. Marketplace
- d. Nowhere

Type: multiple choice question

Title: Ijeoma: Section 01 Question 11

11) What happened after Ijeoma A. suggested her cousin wash his own dishes?

Feedback: In this moment, she tries to disrupt and gender norm and she is punished for it.

Page reference: Ijeoma A., "Because You're a Girl" (2002)

- a. She was not permitted to watch soccer
- b. He agreed to help
- *c. She was punished
- d. She was sent to school in the U.S.

Type: multiple choice question

Title: Ijeoma: Section 01 Question 12

12) Though she enjoys her freedoms in the United States, Ijeoma does miss elements of her upbringing. What are some of the things she misses about Nigeria?

Feedback: The author misses many elements of her life in Nigeria, including the community, food, and celebrations.

Page reference: Ijeoma A., "Because You're a Girl" (2002)

- a. The sense of community
- b. The food
- c. The celebrations
- *d. All of the above

Type: multiple choice question

Title: Pascoe: Section 01 Question 13

13) C.J. Pascoe advocates for uncoupling the study of masculinity from what?

Feedback: The author argues that masculinity should be a study of the structure of the gender norm and not just about men's bodies.

Page reference: C.J. Pascoe, "Making Masculinity: Adolescence, Identity, and High School" (2011)

- a. The female body
- b. Sexuality
- c. Femininity
- *d. The male body

Type: multiple choice question

Title: Pascoe: Section 01 Question 14

14) C.J. Pascoe writes that "for boys, achieving a masculine identity entails the repeated repudiation of the specter of failed masculinity." In what ways do boys enact this reification of masculinity?

Feedback: The author shows that boys coming of age feel pressure to assert their masculinity in a variety of ways dealing with sexuality and heterosexism.

Page reference: C.J. Pascoe, "Making Masculinity: Adolescence, Identity, and High School" (2011)

- a. Using homophobic epithets within their social groups
- b. Engaging in heterosexist discussion of girls' bodies
- c. Engaging in heterosexist discussions of their own sexual experiences
- *d. All of the above

Type: multiple choice question

Title: Pascoe: Section 01 Question 15

15) In what ways do the boys at River High School constitute masculinity, according to C.J. Pascoe?

Feedback: The author focuses on the way boys use girls' subjectivity as a way to assert their own power.

Page reference: C.J. Pascoe, "Making Masculinity: Adolescence, Identity, and High School" (2011)

- a. By driving powerful cars
- b. By excelling at sports
- *c. By demonstrating sexual mastery and denying girls' subjectivity
- d. By exercising and lifting weights

Type: multiple choice question

Title: Clare: Section 01 Question 16

16) Clare wants people with disabilities to be seen as:

Feedback: The author wants to undo the concept of the inspiring “super crip” and instead have people see those with disabilities are ordinary people.

Page reference: Eli Clare, “The Mountain”

- *a. Ordinary
- b. Inspirational
- c. Incapable
- d. Pitiabile

Type: multiple choice question

Title: Clare: Section 01 Question 17

17) What term does Clare use when discussing himself?

Feedback: The author spends considerable time articulating his identity and often uses words that can be seen as derogatory.

Page reference: Eli Clare, “The Mountain”

- a. Gimp
- b. Crip
- c. Queer
- *d. All of the above

Type: multiple choice question

Title: Clare: Section 01 Question 18

18) In Clare’s discussion of Michael Oliver’s disability theory, Clare believes Oliver’s model misses what?

Feedback: Though the author agrees with the academic elements of Oliver’s argument, he believes it is missing a discussion of an emotional reality.

Page reference: Type title of reading here

- a. Theoretical sense
- *b. The emotional reality of those living with disability
- c. Political understanding
- d. None of the above

Type: multiple choice question

Title: DiAngelo: Section 01 Question 19

19) In what situations can white silence be constructive in racial discussions?

Feedback: The author outlines many situations when white silence can be constructive, including all of these listed.

Page reference: Eli Clare, “The Mountain”

- a. When people of color are discussing the sensitive issue of internalized racial oppression
- b. When other white people have already spoken first and most to an issue in the discussion
- c. When intentionally trying not to speak first and most to an issue in the discussion
- *d. All of the above

Type: multiple choice question

Title: DiAngelo: Section 01 Question 20

20) According to DiAngelo, which is a viable reason for a white person to remain silent in a discussion on race?

Feedback: The author outlines many situations when white silence can be harmful, including all of these listed.

Page reference: Robin DiAngelo, “Nothing to Add: A Challenge to White Silence in Racial Discussions”

- a. “Everyone has already said what I was thinking”
- b. “I don’t have much to add”
- c. “I don’t know much about race so I will just listen”
- *d. None of the above

Type: multiple choice question

Title: DiAngelo: Section 01 Question 21

21) Which statement is an assertion DiAngelo makes in her argument?

Feedback: The author argues that all white engagement must be informed by antiracist perspectives or it is harmful.

Page reference: Robin DiAngelo, "Nothing to Add: A Challenge to White Silence in Racial Discussions"

- a. All white silence is harmful
- b. White people and people of color are likely to feel the same way when in spaces of discussions of race.
- *c. No form of white engagement that is not informed by an antiracist perspective is benign
- d. None of the above

Type: multiple choice question

Title: Lorde: Section 01 Question 22

22) Which system of oppression does Audre Lorde claim is the most oppressive?

Feedback: Lorde argues that oppression cannot be compared but must be seen through an intersectional lens.

Page reference: Audre Lorde, "There Is No Hierarchy of Oppressions" (1983)

- a. Racism
- b. Heterosexism
- c. Sexism
- *d. All systems of oppression are equally oppressive

Type: multiple choice question

Title: Lorde: Section 01 Question 23

23) Why does Audre Lorde claim that "Any attack against Black people is a lesbian and gay issue"?

Feedback: The author's point of the essay is to show how marginalized identities intersect.

Page reference: Audre Lorde, "There Is No Hierarchy of Oppressions" (1983)

- *a. Because marginalized identities intersect
- b. Because racism and heterosexism are the same in every way
- c. Because she only believes in fighting homophobia
- d. None of the above

Type: multiple choice question

Title: Currier and Migraine-George: Section 01 Question 24

24) What identity is not always accepted within queer African communities according to Currier and Migraine-George?

Feedback: The authors point out that bisexual identities are not always accepted in queer communities in the countries they studied.

Page reference: Ashley Currier and Thérèse Migraine-George, "Queer/African Identities: Questions, Limits, Challenges"

- a. Transgender
- *b. Bisexual
- c. Gay
- d. Lesbian

Type: multiple choice question

Title: Currier and Migraine-George: Section 01 Question 25

25) What legacies do queer African communities respond to according to Currier and Migraine-George?

Feedback: The authors show how different forms of oppression intersect to affect queer communities in the countries they studied.

Page reference: Ashley Currier and Thérèse Migraine-George, "Queer/African Identities: Questions, Limits, Challenges"

- a. Sexism
- b. Homophobia
- c. Scientific racism
- *d. All of the above

Type: multiple choice question

Title: Currier and Migraine-George: Section 01 Question 26

26) In what spaces are queer voices and creators being cultivated?

Feedback: The authors argue that queer voices are creating their own spaces in social media, literature, and film.

Page reference: Ashley Currier and Thérèse Mignaine-George, "Queer/African Identities: Questions, Limits, Challenges"

- a. Social media
- b. Literature
- c. Film
- *d. All of the above

Type: multiple choice question

Title: Caballero: Section 01 Question 27

27) What is the theme of this poem?

Feedback: The author conveys the sadness and silencing caused by being bullied.

Page reference: M. Soledad Caballero, "Before Intersectionality"

- *a. Marginalized identities intersected in the speaker's life and caused sadness and silence due to bullying
- b. South Carolina schools encouraged activism
- c. Bullying happens to everyone
- d. None of the above

Type: multiple choice question

Title: Caballero: Section 01 Question 28

28) In "Before Intersectionality," M. Soledad Caballero says of the speaker's experiences as an immigrant:

Feedback: The majority of the poem focuses on the speaker's experience as an immigrant.

Page reference: M. Soledad Caballero, "Before Intersectionality"

- a. "We straddled emptiness. Spanish in whispers, our parents' accents, their immigrant fears."
- b. "We lived our sadness through each other. We lived our silence too."
- c. "There were only two colors, only two histories. We were neither."
- *d. All of the above

Type: multiple choice question

Title: Williams Brown and Washburn: Section 01 Question 29

29) What is/are an element(s) of transdisciplinarity pedagogy?

Feedback: The authors argue that such pedagogy must be student-centered and not teacher-centered.

Page reference: Kimberly Williams Brown and Red Washburn, "Trans-forming Bodies and Bodies of Knowledge: A Case Study of Utopia, Intersectionality, Transdisciplinarity, and Collaborative Pedagogy"

- a. Singular, individual, teacher-centered classrooms
- b. Invested in reifying canons that focus only on a few voices
- *c. Student-centered, dialogue-focused classrooms
- d. All of the above

Type: multiple choice question

Title: Williams Brown and Washburn: Section 01 Question 30

30) A professional element of successful transdisciplinarity in the classroom is

Feedback: The authors use their own experience to illustrate the necessity of showing vulnerability, deploying empathy, and naming their privilege.

Page reference: Kimberly Williams Brown and Red Washburn, "Trans-forming Bodies and Bodies of Knowledge: A Case Study of Utopia, Intersectionality, Transdisciplinarity, and Collaborative Pedagogy"

- a. The professors making themselves vulnerable
- b. The professors naming their privilege
- c. The professors using empathy
- *d. All of the above

Type: multiple choice question

Title: Williams Brown and Washburn: Section 01 Question 31

31) Which statement best encapsulates the experience of the authors?

Feedback: The authors describe how they had to continually analyse how power played out in and out of the classroom.

Page reference: Kimberly Williams Brown and Red Washburn, "Trans-forming Bodies and Bodies of Knowledge: A Case Study of Utopia, Intersectionality, Transdisciplinarity, and Collaborative Pedagogy"

- *a. They continually interrogated how power played out in the collaborations
- b. They had all resources they needed to help students deal with their trauma
- c. The spaces they created were free of conflict
- d. They did little to show appreciation for each other while teaching