

**AMBIVALENT SEXISM IN BONNIE GARMUS' *LESSONS*  
IN CHEMISTRY: A FEMINIST PERSPECTIVE**

**THESIS**

By:

**Ledy Dara Patya**

NIM 210302110091



**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK  
IBRAHIM MALANG  
2025**

**AMBIVALENT SEXISM IN BONNIE GARMUS' *LESSONS*  
IN CHEMISTRY: A FEMINIST PERSPECTIVE**

**THESIS**

By:

**Ledy Dara Patya**  
NIM 210302110091

Advisor:

**Dr. Hj. Istiadah, M.A.**  
NIP. 196703131992032002



**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK  
IBRAHIM MALANG  
2025**

### STATEMENT OF AUTHORSHIP

I state that the thesis entitled "**Ambivalent Sexism in Bonnie Garmus' *Lessons in Chemistry*: A Feminist Perspective**" is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 23 June 2025  
The Researcher



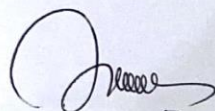
  
Ledy Dara Patya  
NIM 210302110091

### APPROVAL SHEET

This is to certify that Ledy Dara Patya's thesis entitled **Ambivalent Sexism in Bonnie Garmus *Lessons' in Chemistry*: A Feminist Perspective** has been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of Sarjana Sastra (S.S.).

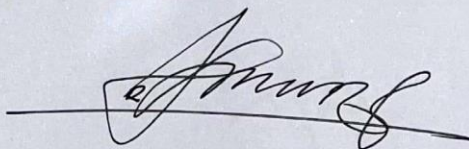
Malang, 23 June 2025

Approved by  
Literature,  
Advisor,



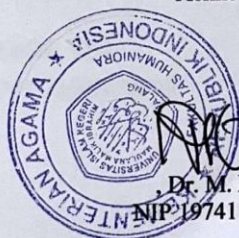
Dr. Hj. Istiadah, M.A.  
NIP 196703131992032002

Head of Department of English



Ribut Wahyudi, M.Ed., Ph.D.  
NIP 198112052011011007

Acknowledged by  
Dean



Dr. M. Faisol, M.Ag.  
NIP 197411012003121003

### LEGITIMATION SHEET


This is to certify that Ledy Dara Patya thesis entitled *Ambivalent Sexism in Bonnie Garmus Lessons' in Chemistry: A Feminist Perspective* has been approved by the Board of examiners as one of the requirements for the degree of *Sarjana Sastra* (S.S) in Department of English Literature.

Malang, 23 June, 2025

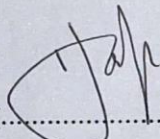
Signatures

Board of Examiners

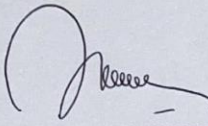
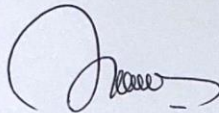
1. Dr. Siti Masitoh, M.Hum  
NIP. 196810202003122001

  
(.....)

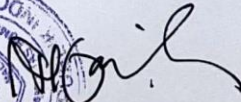

2. Hafidhun Annas, M.Hum  
NIP. 198807292019031009

  
(.....)

3. Dr. Hj. Istiadah, M.A.  
NIP. 196703131992032002

  
(.....)

Approved by  
Dean of Faculty of Humanities

  
  
Dr. M. Faisol, M.Ag.  
NIP. 197411012003121003

## **MOTTO**

Your destiny is in your hands, God approves your choice, then choose the best  
choice of life destiny

## **DEDICATION**

This thesis is dedicated to my beloved family: my father H. Suburuddin S.Ag, my mother Eka Suriani, Uddin big family. And this thesis is dedicated to my thesis advisor Dr. Hj. Istiadah, M.A. And also, to all parties who have contributed to this thesis especially Humaeri Hamzah. Thank you from the bottom of my heart, and I'm grateful to have some amazing people who always love, help and support me.

## ACKNOWLEDGEMENT

*Alhamdulillah Rabbil 'Alamiin.* All praises be to Allah SWT, the Most Gracious and the Most Merciful, who has granted me strength, patience, and clarity of mind to complete this thesis, entitled “Ambivalent Sexism in Bonnie Garmus *Lessons In Chemistry: A Feminist Perspective*”, as a requirement to obtain the degree of Sarjana Sastra (S.S.). In every moment of doubt, I whispered “*Ya Allah,*” and in His mercy, He answered with ease, peace, and unexpected help. Truly, no words can fully express my gratitude for His endless guidance. Peace and blessings Shalawat and Salam are always upon the noble Prophet Muhammad SAW, who brought light into this world and continues to inspire hearts toward truth and resilience.

My gratitude is also presented to the Dean, Faculty of Humanities, Dr. M. Faisol, M.Ag.; the Head Department of English Literature, Dr. Ribut Wahyudi, M.Ed., Ph.D.; My honorable advisor, Dr. Hj. Istiadah, M.A. who always patiently guided me in completing my thesis. I sincerely appreciate all of your suggestions, insights, and feedback, so this study becomes better; I am very grateful to my parents, my father H. Suburuddin S.Ag and my mother Eka Suriani who have given me a good life and high education. and to the Uddin family, my extended family who always provide warmth in harmony and cohesiveness as a family.

And to 210202110108 thanks a lot for accompanying, guiding, helping and encouraging during the process of making a thesis. I hope that you will not only accompany and help me until working on my thesis, but can accompany me whenever you can. To the members of the The Sastra group, thank you for

accompanying and helping during this lecture period, hopefully we will always be friends until whenever we can. For East Java, thank you for being the place where I studied from junior high school to undergraduate. East Java is not only where I study but there are so many lessons about life and the various characters of a person that I get while migrating in East Java.

Malang, 23 June 2025

The researcher

Ledy Dara Patya

NIM 210302110091

## ABSTRACT

**Ledy Dara Patya**, (2025). *Ambivalent Sexism In Bonnie Garmus' Lessons In Chemistry: A Feminist Perspective*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor : Dr. Hj. Istiadah, M.A.

**Keyword:** *Ambivalent sexism, Benevolent Sexism, Hostile Sexism*

---

---

Women often face social challenges related to gender construction, especially in male-dominated work environments. Bonnie Garmus' *Lessons in Chemistry* reflects this reality through the main character, Elizabeth Zott, a female scientist living in the 1960s. Elizabeth's story reveals various forms of unfair treatment stemming from Ambivalent Sexism. This research discusses the form and impact of Ambivalent Sexism experienced by the main character, Elizabeth Zott. This research uses a Feminist Literary Criticism approach by applying the theory of Ambivalent Sexism developed by Peter Glick and Susan Fiske. The data is analyzed qualitatively by examining the narratives in the novel that show the forms and effects of Ambivalent Sexism experienced by the main character. The analysis focused on two types of Ambivalent Sexism: Hostile Sexism and Benevolent Sexism, which were then elaborated into six specific forms based on Glick and Fiske's theory. Although Elizabeth is a smart and strong scientist, she is often disrespected and marginalized simply because she is a woman. This research shows that Elizabeth experienced obstacles in her career and life as a result of Ambivalent Sexism.

## ABSTRAK

**Ledy Dara Patya**, (2025). *Ambivalent Sexism In Bonnie Garmus Lessons' In Chemistry: A Feminist Perspeptive*. Skripsi Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Hj. Istiadah, M.A.

**Kata kunci:** *Ambivalent Sexism, Benevolent Sexism, Hostile Sexism*

---

---

Perempuan sering kali menghadapi tantangan sosial yang berkaitan dengan konstruksi gender, terutama dalam lingkungan kerja yang didominasi laki-laki. Novel *Lessons in Chemistry* karya Bonnie Garmus merefleksikan realitas tersebut melalui tokoh utama, Elizabeth Zott, seorang ilmuwan perempuan yang hidup pada era 1960-an. Kisah Elizabeth mengungkap berbagai bentuk perlakuan tidak adil yang bersumber dari ambivalent seksisme. Penelitian ini membahas bentuk dan dampak dari Ambivalen Seksisme yang dialami tokoh utama, Elizabeth Zott, Penelitian ini menggunakan pendekatan Kritik Sastra Feminis dengan menerapkan teori Ambivalen Seksisme yang dikembangkan oleh Peter Glick dan Susan Fiske. Data dianalisis secara kualitatif dengan menelaah narasi-narasi dalam novel yang menunjukkan bentuk-bentuk dan dampak Ambivalent Seksisme yang dialami tokoh utama. Fokus analisis diarahkan pada dua jenis A mbivalent Seksisme: Hostile Sexism dan Benevolent Sexism, yang kemudian dijabarkan ke dalam enam bentuk spesifik berdasarkan teori Glick dan Fiske. Meski Elizabeth adalah ilmuwan yang cerdas dan kuat, ia sering kali tidak dihargai dan dipinggirkan hanya karena ia perempuan. Penelitian ini menunjukkan bahwa Elizabeth mengalami hambatan dalam karier dan kehidupannya sebagai akibat dari Ambivalen Seksisme.

## البحث مستخلص

دراسة برنامج ليدي دارا باتيا (2025) التحيز الجنسي المتناقض في دروس بوني غارموس في الكيمياء: أطروحة نسوية  
الإسلامية الدولة إبراهيم مالك موالان جامعة الإنسانية العلوم كلية، الإنجليزي الأدب  
ماجستري، إستيادة. حجة. دة املستشار. مالنح

التحيز الجنسي المتناقض، التحيز الجنسي الخبيث، التحيز الجنسي العدائي: المفاتيحية لكلمات

---

---

غالبًا ما تواجه النساء تحديات اجتماعية تتعلق ببناء النوع الاجتماعي، خاصة في بيئات العمل التي يهيمن عليها الذكور. يعكس هذا الواقع من خلال الشخصية الرئيسية، إليزابيث زوت، وهي عالمة أنثى *Lessons In Chemistry* كتاب بوني غارموس تعيش في الستينيات. تكشف قصة إليزابيث عن أشكال مختلفة من المعاملة غير العادلة النابعة من التحيز الجنسي المتناقض. يناقش هذا البحث شكل وأثر التحيز الجنسي المتناقض الذي تعاني منه الشخصية الرئيسية، إليزابيث زوت. يستخدم هذا البحث منهج النقد الأدبي النسوي من خلال تطبيق نظرية التحيز الجنسي المتناقض التي طورها بيتر غليك وسوزان فيسك. يتم تحليل البيانات تحليلًا نوعيًا من خلال فحص السرد في الرواية التي تظهر أشكال وأثار التحيز الجنسي المتناقض الذي تعاني منه الشخصية الرئيسية. وقد ركز التحليل على نوعين من التحيز الجنسي المتناقض: التحيز الجنسي العدائي والتحيز الجنسي الخبير، ثم تم تفصيلهما إلى ستة أشكال محددة استنادًا إلى نظرية غليك وفيسك. على الرغم من أن إليزابيث عالمة ذكية وقوية، إلا أنها غالبًا ما تتعرض للازدراء والتهميش لمجرد كونها امرأة. يُظهر هذا البحث أن إليزابيث واجهت عقبات في حياتها المهنية والحياتية نتيجة للتمييز الجنسي المتناقض.

## TABLE OF CONTENT

<b>STATEMENT OF AUTHORSHIP .....</b>	<b>Error! Bookmark not defined.</b>
<b>APPROVAL SHEET .....</b>	<b>Error! Bookmark not defined.</b>
<b>MOTTO.....</b>	<b>v</b>
<b>DEDICATION.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>ix</b>
<b>ABSTRAK.....</b>	<b>x</b>
<b>مستخلص البحث.....</b>	<b>xi</b>
<b>TABLE OF CONTENT .....</b>	<b>xii</b>
<b>CHAPTER I.....</b>	<b>1</b>
<b>INTRODUCTION .....</b>	<b>1</b>
A. The Background of the Study .....	1
B. The Problems of the Study .....	6
C. The Scope and Limitation .....	6
D. The Significances of the Study .....	6
E. The Definition of Key Terms .....	7
<b>CHAPTER II .....</b>	<b>9</b>
<b>REVIEW ON RELATED LITERATURE .....</b>	<b>9</b>
A. Feminist literary criticism .....	9
B. Sexism.....	10
C. Ambivalent Sexism Peter Glick and Susan T. Fiske .....	13
1. Hostile Sexism.....	15
2. Benevolent Sexism .....	17
<b>CHAPTER III .....</b>	<b>19</b>
<b>RESEARCH METHOD .....</b>	<b>19</b>
A. Research Design.....	19
B. Data Source .....	19
C. Data Collection.....	20
D. Data Analysis .....	20
<b>CHAPTER IV.....</b>	<b>21</b>
<b>FINDING AND DISCUSSION.....</b>	<b>21</b>

A.    Ambivalent Sexism Experienced by the Main Character in Bonnie Garmus' <i>Lessons in Chemistry</i> .....	22
B.    How the Ambivalent Sexism Effects Elizabeth Life and Career .....	44
<b>CHAPTER V .....</b>	<b>54</b>
<b>CONCLUSION AND SUGGESTION .....</b>	<b>54</b>
A.    Conclusion.....	54
B.    Suggestion .....	54
<b>REFERENCES.....</b>	<b>57</b>
<b>CURRICULUM VITAE.....</b>	<b>64</b>

## CHAPTER I

### INTRODUCTION

In this chapter the researcher present the introduction of the study. These consist of the background of the study, problems of the study, significance of the study, scope and limitations, and definition of key terms. In this chapter, the researcher also mentions several previous studies.

#### **A. The Background of the Study**

Based on a search related to cases that occurred in America regarding sexism in 1960, this case is depicted in the movie *The Queen's Gambit* which tells the fictional story of Beth Harman, a young woman who is good at chess in the 1960s, (Duarte, 2020). This illustrates the sexism experienced by women in 1960 in America, they were seen as unable to compete with men and women were not a match for men. The high level of Sexism in the United States has meant that the country has never been led by a woman to date. About 4 in 10 career women in the United States (42%) feel gender discrimination in the workplace (“Determinan Sexism Beliefs Pada Perempuan,” n.d.).

History records that the term Sexism became widespread during the Women's Movement in the United States in the 1960s (ITS, 2021). Since then, feminist leaders have realized that Sexism is not only perpetrated by men, but also occurs through societal structures and customs that involve all parties, including women. After this period, the term Sexism was increasingly used and developed along with other social justice movements.

Sexism emerged as part of a critique of those who treat women arbitrarily

and unfairly, based solely on their gender (Papadopoulos, 2024). The stark differences between men and women regarding traits, behaviors, characteristics, roles, duties, and more cause rebellion within the oppressed (Iqbal and Harianto, 2022). This is what causes society to differentiate between women and men in any role, which is certainly more unfairly treated by women. The perception of society from ancient times is that the position of women is always unequal to men. Sadly, most women voluntarily accept the stigma that exists in society so they choose not to voice their opinions (Afifah, 2024). Gender injustice is only detrimental to women because they are always under the dominance of men, which results in narrowing the space for women to move in social life (Suhada, 2021).

It is important to continue encourage women's participation in leadership and fight for greater gender equality (Intan Baiduri et al, 2023). Women's achievements are often perceived as contradicting gender stereotypes, which can lead to negative reactions such as Sexism, rejection, and unfair judgment. This phenomenon highlights the complex relationship between gender norms, performance expectations and societal judgment. This can pose major challenges for women in their efforts to excel in various fields (Gebreen and Jawad, 2024). To reduce the impact of Sexism, women often adjust their behavior, for example refraining from promoting their achievements during job interviews, obeying the orders of more dominant men at work, not fighting back when injustice is done to them. This influences women's desire not to show and improve their performance (Liu et al, 2024).

In Bonnie Garmus' *Lessons in Chemistry*, the main character, Elizabeth

Zott, faces sexism for refusing to perform the gender roles expected of a woman in the 1960s. Elizabeth challenges gender performativity by living a life that does not conform to feminine discrimination, both in her career and personal life (Rukman, 2022). From Glick and Fiske's perspective, Elizabeth Zott's ambivalent sexism can be seen as a manifestation of societal attitudes that, on the one hand, respect women's traditional roles, but on the other hand limit their freedom through strict social norms (Barreto and Doyle, 2023). This attitude incorporates a sexism that simultaneously hates and loves women, reflecting how society regulates gender by reinforcing traditional roles while suppressing women's attempts to transcend these limitations (Schwabe 2024).

The novel *Lessons in Chemistry* by Bonnie Garmus was chosen because it shows the form of Ambivalent Sexism faced by women in the 1960s. The story focuses on the struggle of Elizabeth Zott, the main character, against gender discrimination and shows how social rules limit women's roles, both in career and personal life (Prameswari, Trihartono, and Hara, 2023). From a Feminist point of view, the researcher wants to see how sexism in this novel illustrates the challenges experienced by Elizabeth Zott in Bonnie Garmus' *Lessons in Chemistry*. Elizabeth Zott must also struggle against social norms that suppress her ambition. This novel provides an opportunity to explore how Elizabeth Zott's character survives and fights against an unjust system (Winter, 2023).

Researcher have found two previous studies that used the novel *Lessons in Chemistry* by Bonnie Garmus. The first research is a journal article conducted by Katerina Kalinic which is titled Women's Rights in the Academic World (Based

on the Novel “*Lessons In Chemistry*” By Bonnie Garmus), (Романом, Гармус, and Ximii, 2024) and the second research is a thesis conducted by Deliana Arahmah which is titled Gender and on Discrimination Towards Women in the Workplace Presented in *Lessons In Chemistry* (2023) Miniseries (Department et al. 2024). Both studies focused and discussed different topics and used different theories. In Katerina Kalinic, (2024), the research was conducted to look at women's rights issues in the academic world using Feminist theory and Gender and Discrimination theory. Meanwhile, Deliana Arahmah, (2024) focused her study on how women are treated in the workplace using Michel Foucault's Power Relations Theory.

The researcher also found two previous studies related to this research, including the use of Ambivalent Sexism theory with different objects. Both studies are in the form of journal articles, the first study was written by Ms. Mily Elizebeth which is titled A Feministic Inquiry into Gender Ambivalence in Alex Micheladas’ “The Silent Patient.” (Elizebeth, n.d.) and the second study was written by Vijayan R, Dr. D. Jockim which is titled Ambivalent Sexism and Misogyny: A Reading of Alain Mabanckou's novel Black Moses in Feministic Perspectives (Vijayan and Jockim, 2022). Both studies are focused and discuss different topics but use the same theory of Ambivalent Sexism. In Ms. Mily Elizebeth (2024) the research was conducted to explore the experiences of the main characters, Alicia and Kathy, in dealing with the difficult situations they faced. By using the theory of Ambivalent Sexism by Glick and Fiske with a feministic approach. Meanwhile, Vijayan R, Dr. D. Jockim (2021) Analyzed the

condition of African women through the novel *Black Moses* by Alain Mabanckou. By using two main theories, namely the theory of Ambivalent Sexism by Glick and Fiske and the theory of Misogyny.

There are several previous studies related to this research, including the use of Sexism theory to analyze the problems in this study. All of these studies are in the form of journal articles, written by Nabeeha, Palwasha and Muzaffar, (2024) which is titled *Stereotypical Roles and Sexist Language: A Feminist Stylistic Study of Selected Fictions of Sidhwa and Hamid*. Behzad, Asma and Falak (2024) which is titled *Gender Representation in Literary Text: A Study of Linguistic Sexism in Ali's *The Stone Woman**. Onyeachulam Sylvanus C. Ph.D., Okoye, Michael Maduka (2024) which is titled *Sexism in Language: A Study of Adimora Ezeigbo's *The Last Of The Strong Ones* And Emecheta's *Second Class Citizen**. Channah Damatov (2024) which is titled *Charlotte Brontë's *Villette* and the Book of Esther: A Pioneering Hermeneutic on Sexism and Xenophobia*. Yusefa and Latifah (2024) which is titled *Representation of Sexism in Philippa Lowthorpe's *Misbehaviour* (2020)*. Desy Luvita Sari and Main Sufanti (2023) which is titled *Patriarchal Culture and Sexual Violence in the Novel *Woman at Point Zero* by Nawal el-Saadawi*. The researchers from the previous studies above discussed the issue of sexism and patriarchal culture in a social and cultural context, as well as its impact on women. By using the theory of Sexism with a Feminist approach, all of the above studies used the object of research in the form of novels.

Some findings from previous studies state that injustice against women is caused by the patriarchal culture that dominates society. In addition, there is no

previous research that examines more deeply the form of Ambivalent Sexism experienced by the main character Elizabeth Zott. With a Feminist Literary Criticism approach to analyze literary works from a gender perspective, focusing on the representation of women, their roles, and issues of gender equality. The goal is to highlight the form of Ambivalent Sexism experienced by the main character.

### **B. The Problems of the Study**

1. How is Ambivalent Sexism portrayed in Elizabeth Zott's experience in *Lessons in Chemistry*?
2. How the Ambivalent Sexism effects Elizabeth life and career?

### **C. The Scope and Limitation**

The novel *Lessons in Chemistry* by Bonnie Garmus presents various aspects of Ambivalent Sexism manifested in the experiences of the main character, reflecting real social issues in everyday life. To avoid deviating from the research topic, this study focuses on the forms of Ambivalent Aexism directly experienced by the main character, Elizabeth Zott and the impact of ambivalent sexism on Elizabeth's life and career. The protagonist faces various gender-based challenges and injustices that show how Ambivalent Sexism affects her life journey, career, choices and opportunities available to her. By highlighting the protagonist's experiences, this study explores the form and impact of Glick and Fiske's Ambivalent Sexism on Elizabeth Zott's life and career through the study of Feminist Literary Criticism.

#### **D. The Significances of the Study**

This research is expected to provide important benefits, both in terms of theory and practice. Practically, this research is expected to be able to contribute to the readers and researchers of the novel *Lessons in Chemistry* and can provide an understanding of the contents of this novel, especially the Ambivalent Sexism experienced by the main character in the novel *Lessons in Chemistry*. And this research is expected to provide additional knowledge about the study of Feminist Literary Criticism. In theory, the results of the study are expected to be a guide for readers and researchers who want to explore Ambivalent Sexism, especially in studying the Feminism of Literary Criticism experienced by the main character in the novel *Lessons in Chemistry*.

#### **E. The Definition of Key Terms**

1. Sexism: Sexism is gender-based discrimination that considers women unequal to men in various aspects of life, whether social, economic, or cultural (Huffman 2018). This Sexism is also reflected in society's view of women as less competent and unable to compete with men, and faced with social norms that limit their roles and ambitions (Bates 2014).
2. Ambivalent Sexism : Ambivalent Sexism Theory explains that prejudice against women consists of two interrelated attitudes, namely Hostile Sexism and Benevolent Sexism (Hammond et al. 2018). Hostile Sexism manifests in negative and demeaning attitudes towards women. Benevolent Sexism appears positive, but is still harmful, as it

assumes that women need to be protected or valued simply because of their traditional nature (Glick, P., & Fiske 2001).

3. **Feminism Literary Criticism :** Feminist Literary Criticism is an approach to analyzing literary works from a gender perspective, focusing on the representation of women, their roles, and issues of gender equality (Abbas, 2020). It aims to highlight women's experiences of injustice. The analysis is done in two ways: first, by examining literary works written by women, and second, by examining how women are portrayed in literary works written by men.

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

In this chapter, we would discuss the approaches and theories that will be used in this research. The researcher will provide an explanation of the approach in Feminist Literary Criticism, Sexism and Ambivalent Sexism Peter Glick and Susan T. Fiske.

#### **A. Feminist literary criticism**

Feminist Literary Criticism is a way of analyzing literary, artistic, and cultural works with a focus on the role of women, the way they are portrayed, and issues of gender equality (Putra, 2023). This approach aims to show women's experiences, especially when they face unfair treatment. There are two main ways to do Feminist Literary criticism. First, by studying literary works written by women to understand their perspectives and experiences. Second, by looking at how women are portrayed in works written by men, to find out if there are any biases or injustices in the way women are represented. Feminist Literary Criticism focuses on many ideas related to the human race, aims to give voice to marginalized women and focuses on the inner world of women, including personal and emotional aspects (R et al. 2024). The approach of feminist criticism cannot be separated from the long history of women's struggle for equality, which is the basis of the feminism movement in various parts of the world.

Feminist Literary Criticism is likened to a strong foundation to unify the stance that women are aware of reading literary works as a woman, authors

who write novels as a woman, and reveal the image of women in novels (Keller 2023). Women are invited to read literary works with full awareness as a woman, so that they can feel and understand the experiences and views in the work. Feminist Literary Criticism also recognizes the role of women authors in creating literary works, because their views and experiences as women shape the way they write. Feminist Literary Criticism challenges patriarchal norms embedded in literature and foregrounds women's experiences, voices and perspectives that have long been overlooked (Usmani and Kaul 2024).

One important aspect of feminist theory is the critique of traditional narratives that often marginalize women's voices. Feminist Literary Criticism has emerged as a powerful tool to analyze texts through a gender lens, revealing how literature has historically reflected and reinforced patriarchal ideologies (Morrison and Ahmad 2024). There are four stages of applying Feminist Literary Criticism, namely: (1) The position of female characters in society, (2) The life goals of female characters, (3) The behavior and character of female characters, (4) The stance and speech of female characters (Keller 2023). Feminist Literary Criticism provides a framework for analyzing the exploration of gender roles and societal expectations, emphasizing the importance of revealing how literature perpetuates or subverts patriarchal ideology (Arsyad and Salsabillah 2024).

## **B. Sexism**

Sexism is a form of prejudice or discriminatory treatment based on one's gender (Lorenzi-Cioldi and Kulich 2015). According to Peter Glick and

Susan T. Fiske, sexism can be understood through the concept of the heterosexual matrix, which is a framework that connects biological sex, gender, and sexual orientation based on the norms of heterosexuality. In this framework, sex is considered natural (male or female), while gender is constructed according to that sex, such as men are expected to be masculine and women feminine (N. Afifah, 2024). This norm reinforces the idea that the relationship between sex, gender and sexual orientation is normal, when in fact it is a social construction. Peter Glick and Susan T. Fiske criticizes this framework for limiting the freedom of gender identity and expression, thus supporting Sexism.

The term Sexism became widely recognized during the Women's Liberation Movement in the 1960s. During this time, Feminist theorists highlighted how the oppression of women was widespread and pervasive in almost all walks of life. They began to talk more explicitly about the concept of Sexism in comparison to the term male chauvinism, which describes an excessive pride in masculinity as well as an exaggerated glorification of the male gender. Sexism is a form of prejudice or discrimination against certain groups based on gender or sex differences, and women are usually the victims of this attitude because they are considered the weaker group (Andreasen, 2009). Sexism is rooted in stereotypes and the belief that one gender has a superior or more deserving position than the other.

Sexism, based on interdisciplinary studies, appears in various aspects of everyday life, from the structural institutional level to the individual level.

Throughout history, women have been excluded from equal access to resources and power. For example, in the United States, women did not have the right to vote until the 19th Amendment was passed in 1920. As a result, patriarchal policies, practices and structures give men more power than women. Systematic practices, both past and present, have created a hierarchical society in which men enjoy unearned privileges while women are disadvantaged. Structural Sexism is defined as systematic gender inequality at the macro (state), meso (marital relationships) and micro (individual) levels (Lewis, Ph, and Mar 2021). Sara Mills argues that Sexism, like racism and other forms of language-based discrimination, arises as a result of broader social pressures, institutional inequities regarding the distribution of power, and competition over who is entitled to certain resources, privileges, or positions in society.

Sexism against women is the result of prejudice arising from inequalities in the distribution of social power (Justice and Worrall, 2009). This often leads to negative outcomes, such as gender-based violence. Both men and women can act as perpetrators who internalize Sexism, by supporting or justifying the inequality. This reinforces women's subordinate position and reinforces the notion that men are superior.

Sexism can refer to discrimination that can appear in various aspects of life, whether through actions, words, beliefs, or mindsets that are often not realized by the perpetrators. While it is not always accompanied by ill intent, its impact can be felt by victims, regardless of their gender. Sexism is also not limited to one gender, although women tend to be the group that

experiences it more often. This kind of discrimination often goes unnoticed by the perpetrators. Apart from behavior or attitudes, discrimination can also manifest in other forms, such as words or comments.

According to Joni Lewis in his book entitled *Microaggression Theory* it discusses about a psychology expert, sexism has two interrelated components: Structural domination mechanisms, which create power imbalances. Ideological beliefs, which are used to justify the oppression of women based on their gender. This definition shows the close relationship between the structure of Sexism and patriarchal ideology. Furthermore, Lewis identifies three main forms of sexism, namely: Institutional Sexism is inequality that is institutionalized through policies, laws, or practices within social institutions. Cultural Sexism is Norms, values, and culture that support male dominance over women. Individualized Sexism includes interpersonal Sexism (in everyday interactions) and Sexism internalized by women themselves. This approach highlights how social structures and cultural beliefs work together to sustain the oppression of women.

### **C. Peter Glick and Susan T. Fiske Theory of Ambivalent Sexism**

Theories of sexism highlight the particularity of Ambivalent Sexism, as it is a combination of positive evaluations and negative evaluations of women - referred to as Benevolent Sexism and Hostile Sexism (Glick, P., & Fiske 2001). Ambivalent Sexism theory explains that prejudice against women consists of two interrelated ideologies, namely Hostile Sexism and Benevolent Sexism. Hostile Sexism includes aggressive and competitive attitudes towards

women, which are often expressed through negative views or demeaning stereotypes, such as the assumption that women are incompetent or emotional and therefore, unsuitable for certain roles (Hammond et al. 2018). Benevolent Sexism, on the other hand, is more positive but still harmful as it is rooted in paternalistic and condescending attitudes. It regards women as weak, in need of protection, or deserving of respect only because of traditional traits such as gentleness and obedience (Glick, P., & Fiske 2001). These two forms of sexism are mutually supportive, with hostile sexism reinforcing direct male dominance, while Benevolent Sexism perpetuates women's dependence on men through the appearance of caring but actually restricting their freedom. The combination creates a social structure that makes it difficult for women to escape gender stereotypes.

It is suggested that in contact between women and men, there may be different emotions - love, the need for closeness, and competition and power struggles (Glick, P., & Fiske 2001). Ambivalent sexist attitudes reflect an ideology that reconciles the paradox of women and men entering intimate heterosexual relationships based on male dominance (Leaper 2024). Hostile and seemingly benevolent sexism both serve to maintain male dominance in society by justifying the existing patriarchal system. Hostile Sexism does so directly through demeaning, aggressive or discriminatory attitudes towards women, which reinforces gender hierarchy by suggesting that women are deemed unfit for certain roles. Meanwhile, benevolent sexism, while seemingly positive, justifies inequality on grounds such as protecting or praising women

for traditional traits, but actually limits their freedom and potential. These two forms of sexism work together to provide ideological justification for men's structural power and maintain gender inequality (Swim et al. 2024).

Glick and Fiske (1996) have proposed a theory and measure of Ambivalent attitudes towards women. They argue that two universal characteristics of human groups - patriarchy and sexual reproduction - create sexist ambivalence. Patriarchal control over central economic, political, and social institutions gives rise to hostile sexism. Hostile Sexism is an ideology that sees women as inferior to support male social dominance. However, because men also depend on women as wives, mothers, and romantic partners, hostile sexism is often accompanied by Benevolent Sexism. Benevolent Sexism is the traditional view that idealizes women in roles such as homemaker or male supporter. Despite appearing positive, Benevolent Sexism is sexist because it supports traditional roles and gender stereotypes. For men who hold this view, the attitude is perceived as positive, but it actually limits women's freedom and potential (Glick et al. 1997).

The various forms of Ambivalent Sexism include two types:

1. Hostile Sexism

Sexism refers to actions that overtly show hostility towards groups or individuals based on their gender or sex (Barreto and Doyle 2023). One example is misogynistic attitudes, which are negative hatred or prejudice towards someone simply because they are female. This form of hostility can be manifested through a variety of actions,

including overt discrimination, demeaning comments, and treatment that reinforces negative stereotypes about women. This kind of attitude not only harms the individual who is victimized, but also reinforces gender inequality in society, so it needs to be recognized and addressed to create a more inclusive and fair environment (Isamah, Candrasari, and Iqbal 2024). hostile sexism increases support for men and opposes women (Winter 2023).

Hostile Sexism is the rejection of gender discrimination and hatred of people or policies that seek to address gender inequality (Archer and Clifford 2022). Hostile Sexism is negative attitudes and behaviors that are clearly directed at women. These attitudes aim to maintain power inequalities between men and women by punishing women who dare to challenge traditional gender roles or are deemed incompatible with their perceived inferior position (Glick, P., & Fiske 2001). In the context of hostile sexism, men often desire more power and dominance in interpersonal relationships, especially in intimate relationships. This desire is based on the view that men have higher authority in social and personal structures. In intimate relationships, this dominance can be reflected through control over decisions, expectations of partner compliance, or rejection of equality. Not only does this attitude create an imbalance of power, but it also reinforces harmful gender stereotypes, where men are seen as entitled to lead, while women are seen as submissive and supportive. As a result,

healthy and equal relationship dynamics are often difficult to achieve (Huang, Wang, and Teng 2024).

## 2. Benevolent Sexism

This type of sexism comes in the form of prejudice that portrays women as innocent, weak, fragile, and always in need of protection from others, especially men (Barreto and Doyle 2023). These views are often rooted in traditional gender stereotypes that see women as less independent and more dependent on others for security or support. For example, the assumption that women are incapable of facing tough challenges without help, or that they are better suited to domestic roles because they are perceived to be less resilient to the pressures of the outside world. This sexism is often disguised as attention or respect but actually demeans women by limiting their potential and reinforcing gender inequality. These views not only harm individual women, but also create barriers to achieving equality in society as a whole (Oswald, Baalbaki, and Kirkman 2019).

The more traditional gender roles are reflected in a person's life, the higher the person's Benevolent Sexism score ("Journal of Professional & Applied Psychology" 2023). This sexism increases support for traditional masculine leadership styles and opposes feminine styles, regardless of the actual gender of the leader (Winter 2023). Benevolent Sexism reflects attitudes toward women that are

subjectively positive but ultimately reinforce viewpoints that place men above women in the social hierarchy (Archer and Clifford 2022). It treats women as if they need to be protected and provided for by men, thus reinforcing gender inequality by rewarding women who conform to their limited and inferior gender roles (Huang, Wang, and Teng 2024).

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher would explain the research methods and techniques used to collect and analyze data in this study. The researcher divides this chapter into four parts: research design, data sources, data collection, and data analysis. Thus, the reader will understand how this research was conducted.

#### **A. Research Design**

This study uses Feminist Literary Criticism to examine the Ambivalent Sexism experienced by the main character Elizabeth Zott and how the Ambivalent Sexism effects Elizabeth life and career. Feminist Literary Criticism is a literary science that examines, studies, reviews, and gives consideration and judgment on the strengths and weaknesses to the shortcomings of a literary work (Pratiwi, Anggraini, and Malak, 2024). To examine the data source, this research will use the Ambivalent Sexism by Peter Glick and Susan T. Fiske approach to analyze the main character's story in the novel *Lessons in Chemistry* by Bonnie Garmus.

#### **B. Data Source**

The data source of this research is taken from Elizabeth Zott's experience in the novel *Lessons in Chemistry* by Bonnie Garmus published in 2022 by Doubleday a Division of Penguin Random House LCC, New York, as the object of this research, then adapted into a movie in 2023. This type of book is fiction, consisting of 47 parts and 378 pages. The data used in this study are experiences of injustice based on gender and career obstacles

experienced by the main character Elizabeth Zott, which show forms and effects of Ambivalent Sexism in the novel *Lessons in Chemistry*.

### **C. Data Collection**

The researcher went through several stages when analyzing the forms and effects of Ambivalent Sexism experienced by the main character in the novel. First, in collecting data, the researcher took several steps to process the data effectively. Second, the researcher read the novel deeply and thoroughly to understand more deeply the story and the forms and effects of Ambivalent Sexism from this novel. third, the researcher underlined the data related to the topic of this research. fourth, researchers tried to analyze the data obtained based on the approaches and theories used in this study. The last stage, the researcher analyzes and relates the data to the research questions.

### **D. Data Analysis**

After the data was collected, the researcher analyzed the data. The steps taken at this stage are sorting, categorizing, analyzing, and concluding. The researcher categorized the data according to Hostile Sexism and Benevolent Sexism. The actions taken in the analysis refer to Peter Glick and Susan T. Fiske's theory of Ambivalent Sexism with Feminist Literary Criticism. The theory helps answer the problems formulated. Finally, the researcher draws conclusions from the research results.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter provides an explanation of the forms of Ambivalent Sexism experienced by the main character Elizabeth Zott and how Ambivalent Sexism affects Elizabeth's life and career. The forms and effects of Ambivalent Sexism are seen from how the surrounding people treat Elizabeth Zott, which reflects the forms of Ambivalent Sexism throughout the storyline. The research uses the perspective of Feminist Literary Criticism to analyze the data and the theory of Ambivalent Sexism by Glick and Fiske to answer the problems in this research.

Judging from the theory of Ambivalent Sexism proposed by Glick and Fiske (1996, 2001), it can be taken that sexism is a concept that has two aspects including Hostile sexism and Benevolent Sexism. Hostile Sexism is a negative attitude towards women that opposes traditional gender roles, and this attitude arises to maintain the power imbalance between men and women, while Benevolent sexism is a good attitude towards women but actually curbs their freedom. Glick and Fiske describe Benevolent Sexism as attitudes that appear positive, such as being helpful or warm to women, but actually limit their roles through stereotypical views. These attitudes are rooted in traditional views, such as men being protectors and women being dependent. While this may seem like a good thing, the impact can be detrimental to women.

#### **A. Ambivalent Sexism Experienced by the Main Character in Bonnie Garmus' *Lessons in Chemistry*.**

Bonnie Garmus' *Lessons in Chemistry* extensively examines the life of Elizabeth Zott and the difficulties she experienced from the 1950s to 1961. The main theme of the novel is gender discrimination and its impact on women's lives, which becomes an obstacle for the main character in fighting for her career. This study discusses the form of Ambivalent Sexism experienced by Elizabeth Zott, a woman who is an expert in chemistry but whose achievements are never considered so that she experiences obstacles in achieving her career. As a woman who has a career in an environment that still prioritizes men in everything, which describes the lives of women in this novel. They are often portrayed as weak women who cannot fight back and can be empowered by men. So that women's achievements are often not appreciated and even stolen by male coworkers, women are also limited to being housewives, and are hindered in achieving their careers.

In this novel, the form of Ambivalent Sexism experienced by Elizabeth Zott is carried out by those who know Elizabeth Zott, both male and female, both in the environment of education, work, romance and daily life. As a result, Elizabeth Zott experiences obstacles in achieving her career and education. Although Elizabeth Zott experienced discrimination and oppression in her daily life, Elizabeth Zott continued to live her life by not following traditional rules that restricted women's freedom, Elizabeth Zott also never listened to people's

comments about her both in education, work and daily life. Through the portrayal of Elizabeth Zott's life, the novel shows the hardships caused by gender inequality experienced by women in America from the 1950s to the 1960s.

### **1. Forms of Hostile Sexism Experienced by Elizabeth Zott**

Hostile Sexism is negative attitudes and behaviors that are clearly directed towards women. These attitudes aim to maintain power inequalities between men and women by punishing women who dare to challenge traditional gender roles or are deemed incompatible with their perceived inferior position (Glick, P., & Fiske 2001). In the context of Hostile Sexism, men often desire more power and dominance in interpersonal relationships, especially in intimate relationships. Based on Glick and Fiske's Ambivalent Sexism Theory, Hostile Sexism is divided into several dimensions, namely Dominative Paternalism, Competitive Gender Differentiation, and Heterosexual Hostility.

Dominative Paternalism stems from the assumption that men are naturally fit to lead and control women, as they are considered stronger, more rational, and more capable in making decisions. Meanwhile, women are portrayed as weak and in need of direction, making it natural for them to be in an inferior position. Competitive Gender Differentiation arises from the view that men and women are two groups that compete for power or influence.

Within this framework, women are often seen as challenging male dominance or pursuing personal gain, leading to a sense of threat, envy and distrust of women's advancement and Heterosexual Hostility. refers to negative perceptions of women who are assumed to use sexual attractiveness as a tool to

manipulate men. Women who are perceived to be too seductive or use their sexuality for their own ends are often suspected, shunned, or even insulted, as they are seen as jeopardizing the stability of traditional gender roles.

**a) Dominative Paternalism**

As explained by Glick and Fiske (1997), Dominative Paternalism is an aggressive form of ideology in which men are believed to have the right to control women. This ideology reinforces traditional gender roles by placing men as natural leaders and authorities, while women are positioned as submissive. More than just control, this view justifies male dominance by assuming that women by nature need protection and direction from men. In this way, patriarchal norms are perpetuated and legitimized.

It started when a coworker accused Elizabeth of tricking Evans into marriage. In fact, the words are just an escape from Elizabeth's rational expression that questions the absence of consequences for men who impregnate women and only women who receive consequences and injustice.

*"You're saying that if an unmarried man makes an unmarried woman pregnant, there is no consequence for him. His life goes on. Business as usual."*

*"This is not our fault," Frask interrupted. "You were trying to trap Evans into marriage. It's obvious." (P. 113)*

Eventually Elizabeth was forced to quit Hastings and make money by opening a research jockey for male scientists who only excelled because of their gender not their abilities. But here she still felt strong and returned to work at the place, but not long after the previous words appeared too, even her superiors introduced her as a man not a woman in front of their clients.

*"the man," Frask said, "who give Hastings a huge grant to fund abiogenesis based on your work? Or rather, the work of Mr. E. Zott."*

*"What are you talking about?"*

*"You know very well, Zott. Anyway, the rich man's vack, and goodness, so are you. I think you might be the only woman at Hastings-out off three thousand employees, mind you-who isn't at secretary. I can't imagine how that could have happened. And yet you still tried to pass yourself off as a man. Is there any level to which you won't stoop? By the way, do you know why the institute says whe ladies aren't a good investmen? It's because we're always running off and having babies. Like you did." (P. 173)*

This illustrates the Dominative form in Elizabeth's workplace, where the oppression she experiences is not only from her coworkers, but also due to the misunderstanding and influence of the system. Donatti's designation of Elizabeth as Mr. Zott creates a false image of her as a man, and this fuels envy and tension among her coworkers, especially Miss Frask. Miss Frask, feeling threatened, demeaned Elizabeth with words that not only insulted Elizabeth's person, but also demeaned women as a whole, suggesting that women did not deserve to be in such a high position.

The form of Dominative Paternalism that Elizabeth often experienced made her decide to quit her job at Hasting and get a job offer as an afternoon TV cook offered by Walter, the father of Amanda, Elizabeth's friend Madline, although Elizabeth had a new job, the form of dominative paternalism was still experienced by Elizabeth when working on the TV show.

*"These are just normal housewive you'll be talking to," Walter told her. "Just your average Janes." Elizabeth had looked in a way that scared him. "There's nothing average about the average housewife," she corrected. (P. 198)*

Elizabeth was hesitant to take this job but there was no other choice because Elizabeth needed money to pay for Madline's schooling. In this job

Elizabeth also experienced discrimination which is illustrated in the quote above, the view that housewife work is only for women and has no value, reflects how gender stereotypes can curb women's abilities and choices. By offering her a job as a cook on an afternoon TV show, Phil, Elizabeth's boss, treats Elizabeth solely based on traditional female roles, ignoring her proven intelligence and scientific contributions, reflecting Dominative Paternalism as men always assume they can control women. It also shows how women are often forced to accept the roles prescribed by social norms, even though they have the potential to achieve greater things. The forms of dominative paternalism that Elizabeth experienced she often confided in her neighbor Harriet, pouring out her complaints about the way men treated her.

*Elizabeth considerent this. No, she did not know how men were. With the exception of Calvin and, her dead brother, John, Dr. Mason and mayby Walter Pine, she only ever seemed to bring out the worst in men. They either wanted to control her, touch her, dominate her, silence her, correct her, or tell her what to do. She didn't understand why they couldn't just tread her as a fellow human being as a colleague, a friend, an equal, or even a stranger on the street, someone to whom one is automatically respectful until you fine out they've buried a bunch of bodies in the backyard. (P. 230)*

Her conversation with Harriet showed how Elizabeth was never considered equal and treated as a fellow human being by some of the men around her. This treatment is not only experienced by Elizabeth but other female coworkers are also treated unfairly by male coworkers who have higher ranks. This demeaning and discriminatory treatment shows how men, especially those with higher ranks, often underestimate women and do not value their abilities and contributions even though they have an educational background, they are often treated only as objects or secondary roles in their work environment.

## **b) Competitive Gender Differentiation**

Competitive Gender Differentiation reflects the hard side of this ideology and men shape a positive image of themselves by demeaning women through biased and discriminatory assumptions (Glick & Fiske, 1997). Negative stereotypes attached to women are used as a means of comparison to assert male superiority and this strategy indirectly sustains male dominance in social structures and reinforces inequality between men and women.

Here Dr. Donatti consciously tries to undermine Elizabeth's confidence by belittling her intelligence just because she is a woman. Her statement "You're just not smart enough" shows how she deliberately uses her power and authority to intimidate and undermine Elizabeth.

*His plan was simple: first, attack Zott's self-esteem. Women were so easily crushed.*

*"Like it said," Donatti emphasized as he stood, sucking in his gut as he shooed her toward the door. "You're just not smart enough." (P. 71)*

This illustrates how gender competitive not only occurs in the form of verbal abuse, but also as a barrier to women achieving their potential. It reflects how women in the workforce often face psychological pressure aimed at making them give up. It shows how power is often abused by men who feel threatened by the presence of intelligent and competent women, so they use emotional abuse as a way to maintain their dominance.

*And yet about a mounth later, her bos, Dr.Donatti, accused her of exactly that. "You're overreaching, Miss Zott," he said, pausing to squeeze the top of her shoulder. "Abiogenesis is more of a PhD-university-this-topic-is-so-boring-no-one-cares sort of thing. And don't take this the wrong way, but it exceeds your intellectual grasp." (P. 69)*

Dr. Donatti, directly undermines her intellectual abilities and assumes that her field of research is too difficult for her. Not only does Dr. Donatti undermine Elizabeth's capacity as a scientist, but it also reflects how women are often perceived as not competent enough in the academic field. The physical touch on her shoulder also hints at covert harassment that emphasizes male dominance in the work environment. Not only that, Donatti also stole Elizabeth and Evans' research results after Evans died and Elizabeth was expelled from Hastings.

*"Nothing earth-shattering." That: how Donatti had described his article a few months. But the work was earth-shattering, and she should know. Because it was hers.*

*"you're liar and a cheat, Donatti," she said, bursting into her boss's office. "And I promise you this: you won't get away with it."*

*Donatti looked up from his desk. "Zott!" he cried. "Always a pleasure!"*

*He sat back, taking in her fury with a kind of joy. This would have been the sort of thing Evans would have quit over for sure. If only he were alive to see this-but no, he had to ruin this moment by being dead already*

*He listened with half an ear as Zott railed on about his thievery. The investor had called earlier to congratulate Donatti on his work-made some promising noises about sending more money their way. He'd also asked about Zott-whether he'd played any role in the research. Donatti had said no, not really-unfortunately, Mr. Zott had proved to be a bit of a washout; in fact, he'd been demoted. The investor had sighed as if disappointed, then asked about Donatti's next steps, abiogenesis-wise. Donatti mucked around with some big words he'd gleaned from other parts of Zott's research, all of which he'd to ask Zott about later, after she'd calmed the fuck down and remembered she worked for him. God, it was hard being a manager. Anyway, whatever he said seemed to satisfy the rich guy. (P. 180)*

Here Donatti steals Elizabeth and Evans' research findings and when the investor asks if Mr. Zott also participated in this research, Donatti says no and says that Zott has failed and demoted. This quote explains how a man of rank like Donatti would hinder Elizabeth in achieving her career. Donatti's actions denied Elizabeth's contribution and demeaned her by saying that she had failed and

demoted.

In this context, Elizabeth not only faced discrimination and oppression from coworkers, but also had to fight the belittling attitude of the person who was supposed to support her. Donatti tries to eliminate Elizabeth's influence in order to maintain her dominance, illustrating how the competitive gender system in the workplace can suppress women and hinder their progress despite their abilities and achievements that deserve to be recognized. After the research deprivation incident, Elizabeth left Hasting and worked as a cook on an afternoon TV show.

*“ I understand he came from a wealthy background-rower, Cambridge-and that you were,” he checked his notes, “a UCLA graduate. Although I notice you weren’t an undergrad there. Where did you go? L also learned you were fired from Hasting.”*

*“don’t let the public tell your story for you, Miss Zott,” Roth Warned. :They have a way of twisting the truth.” (P. 317-318)*

*The magazine had stolen Elizabeth’s life-ended it-due in no small part to fraudulent quotes from people like Donatti and Mayers. (P. 340)*

After her success and fame in the movie world, Elizabeth was interviewed by a journalist named Roth for a biography article about Elizabeth. Instead of writing about the good things in Elizabeth's life, the article discussed her past in education and work, which was directly asked to Donatti and Mayers, people who would never talk about the good things in Elizabeth's life.

This illustrates how women are often treated worse than men when it comes to recognition and judgment, focusing more on their personal lives or aspects that demean them, rather than their achievements. Competitive gender differentiation is evident in this case, where Elizabeth is insulted and humiliated simply because of her status and experience as a woman, and the journalist uses

her supposedly shameful past as a way to demean her, even though it is irrelevant to her achievements.

### **c) Heterosexual Hostility**

Heterosexual Hostility refers to the negative perception of women who are assumed to use sexual attractiveness as a tool to manipulate men. Women who are perceived to be too seductive or use their sexuality for their own ends are often suspected, shunned, or even insulted, as they are seen as jeopardizing the stability of traditional gender roles. This was the case when Elizabeth faced harassment in her Masters course.

*But Elizabeth did not leave-she couldn't, she needed the master's. So she endured the day-to-day degradations-the touches, she lewd comments, the rank suggestions-while making it clear she had no interest. (P. 16)*

Elizabeth Zott faced very real heterosexual hostility in the form of sexual harassment in an academic setting. Despite her efforts to complete her master's degree, the conditions she faced illustrate how difficult it is for women to operate in male-dominated spaces, especially when they have to deal with lecturers who exhibit inappropriate behavior.

Elizabeth was forced to endure all sorts of degrading unwanted touching, lewd comments, and demeaning suggestions that suggested that she was viewed as a sexual object rather than a competent and talented individual. This reflects how heterosexual hostility often puts women at a disadvantage, where they not only have to struggle for academic recognition, but also have to face harassment that disrupts their learning process. After an incident of harassment against

Elizabeth by her lecturer that traumatized her, instead of getting protection and justice Elizabeth received injustice.

*"Do you really go here?" the campus police officer said after an ambulance had taken Dr. Meyers away. "I need to see some student ID."*

*Elizabeth, her clothes torn, her hands shaking, a large bruise beginning to bloom on her forehead, looked back, incredulous.*

*"It's a valid question," the officer said. "What would a women be doing in a lab this time of night?".....*

*"Please. I...I need a doctor." He flipped his notepad shut. "Would you like to make a statement of regret?" then he gave her skirt a glance as if the fabric alone was an obvious invitation. "You stabbed the man. It'll go better for you if you show some remorse." (P. 19)*

Elizabeth stabbed Dr. Mayers with her sharpened pencil to save herself from harassment, but Elizabeth was still blamed for her actions. This illustrates the heterosexual hostility in the system that tends to blame the female victim who is supposed to provide protection, instead of immediately providing medical assistance to Elizabeth who clearly needed help, the police pressured her to show remorse, as if she was the guilty party in the incident. The police demand that Elizabeth shows remorse for her actions, even though she acted to save herself, reflects how the system cares more about the comfort of the perpetrator than the safety of the victim.

The attitude of blaming the victim for what happened to them is evident in the way the police asked why Elizabeth was still on campus at night and looked at Elizabeth's skirt, as if Elizabeth's behavior and clothing were the trigger for the incident, showing how women are often placed in an isolated position. This

attitude not only inhibits women from seeking justice but also reinforces a culture of impunity for perpetrators of violence.

## **2. Forms of Benevolent Sexism Experienced by Elizabeth Zott**

Benevolent Sexism often appears as an attitude that looks positive but contains elements of oppression, Benevolent Sexism reinforces inequality by maintaining women's traditional roles and limiting their life choices outside the household (E. N. Afifah and Istiadah, 2025). It is often rooted in traditional gender stereotypes that see women as less independent and more likely to rely on others for security or support (Alba, Cross, and Hammond, 2024). This Sexism treats women as if they need to be protected and provided for by men, thus reinforcing gender inequality by rewarding women who conform to their limited and inferior gender roles (Huang, Wang, and Teng, 2024). Based on Glick and Fiske's Ambivalent Sexism Theory, Hostile Sexism is divided into several dimensions, namely Protective Paternalism, Complementary Gender Differentiation and Heterosexual Intimacy.

Protective Paternalism refers to attitudes or actions that limit a person's freedom on the grounds of wanting to protect them from risk or for their own good, even though it may go against the person's personal wishes or choices. While Complementary Gender Differentiation is the idea that women are unable to achieve what men can achieve because of their biological traits, including physical and emotional characteristics, this allows women to compensate for their perceived lower social status by accepting certain roles. And finally Heterosexual

Intimacy depicts women as romanticized sexual objects, with the notion that having a female romantic partner is important for a man to feel complete, reinforcing the stereotype that women should not live single lives, recognition and romantic relationships are often used as a means to position women as victims of violence or abuse, both physical and emotional.

#### **a) Protective Paternalism**

Protective Paternalism refers to attitudes or actions that limit a person's freedom in order to protect them from risk or for their own good, even though it may go against the person's personal wishes or choices. This approach is usually based on the belief that the decision-maker knows better than the person themselves what is best for the other person. This is seen when Dr. Donatti moved Elizabeth to the amino acid project which was easier than the previous project, considering Elizabeth more suitable to work on an easy project.

*But she couldn't ignore them. In fact, the very next day, her boss, Dr. Donatti-the one who'd called her a cunt-reassigned her to a new project. "It'll be a lot easier," he said. "More your intellectual speed."*

*"Why, Dr. Donatti?" she asked. "Was there something wrong with my work?" she'd been the driving force behind her current group research project and as a result, they were close to publishing results. But Donatti pointed to the door. The next day, she was assigned to a low-level amino acid study. (P. 21)*

Attitudes such as Dr. Donatti's are often not recognized as a form of discrimination by society because they are packaged with kindness, but in reality they hinder a woman's progress in her career and gender injustice in the workplace, it is not uncommon for women to be ignored when rejecting or commenting on their superiors' decisions. The view embedded in society that

women are weak and will not be able to solve their own problems happened again to Elizabeth when her boyfriend Evans doubted Elizabeth in solving her work problems at Hastings.

*"About your work," he said, trying to redirect the battle. "I think I can fix it."*

*"I don't need you to fix anything," she said, "I'm perfectly capable of fixing my own situation." "No, you're not."*

*"Excuse me?" "You can't fix it because the world doesn't work that way. Life isn't fair." (P. 26)*

Evans, Elizabeth's lover, feels the need to improve Elizabeth's situation because he thinks that women cannot solve their own problems without the help of men. Although his statement seems polite and attempts to provide help, it undermines Elizabeth's ability to solve her own problems. This occurs when men perceive themselves as saviors who want to help women, but in reality, they ignore women's capacities and undermine their ability to make decisions or act independently. While this may sound positive or caring, the help offered creates dependency and maintains the view that women cannot be independent without male support, which in turn reinforces existing gender hierarchies.

Sometimes men forbid women to try new things so that women cannot develop instead of for fear of harming women, it happens to Elizabeth when Evans invites her to learn to row but Evans' rowing friends oppose a lot, even though Evans does not oppose but Evan's goal of teaching Elizabeth to row is not entirely to develop or add to Elizabeth's talent but aims so that Evans can be closer and often with Elizabeth.

*He know the men weren't going to let her row with them in a bigger boat like an eight; besides being female, her lack of experience meant she'd ruin the row. (P. 67-68)*

The actions or attitudes shown may seem like a form of protection or care, but they are actually demeaning women's abilities. The men in this excerpt may think that they are protecting Elizabeth by assuming that her involvement in the activity will ruin everything because they consider her inexperienced, but they are actually treating Elizabeth as someone who needs protection or restriction simply because of her gender, even though she may be capable of performing the task.

This view operates under the belief that women are better suited to certain roles and should not be involved in things that are considered too difficult or dangerous for them. Although well-intentioned, this treatment still demonstrates inequality, assuming that women cannot be independent or compete on equal terms with men. Men also assume that women's lives will be safe if they depend on men, as seen when Elizabeth goes to the bank to ask for a loan to pay for her daughter Madline's schooling.

*The bank manger was grim in his assessment of her situation. "Things will only get worse," he warned. "As soon as your child is old enough, get her in school. Then find a job that ectully pays. Or marry rich." (P. 164)*

The bank manager, who gave Elizabeth advice to marry a rich man or find a better job, undermined Elizabeth's self-worth and ability to build an independent life and assumed that a woman's life would be better if she depended on a man. This view shows that although externally it may seem like concern or good advice, she treats Elizabeth as if she is not strong enough to succeed independently.

Assuming that women can only marry or find jobs that do not match their potential creates dependency on men and ignores Elizabeth's ability to overcome challenges or build her own career. This form of Benevolent Sexism actually maintains gender inequality, as it gives women limited options and ignores their possibilities to succeed outside of the traditional roles perceived for them. Protective Paternalism is not only done by men to women but women can also do it to each other, as Harriet does to Elizabeth when Elizabeth gets another job offer from Hasting but she is still with her job on TV.

*"I'm not sad, Harriet," she lied. "In fact, I have great news. Hastings offered me a job."*

*"A job?" Harriet said. "But you have a job-one that lets you work, raise Mad, walk Six-Thirty, conduct your research. And row. How many women can say that?" (P. 166)*

Harriet's views appear to be positive and complimentary, but she actually thinks that Elizabeth should be content with what she already has and not seek more. Harriet suggests that Elizabeth already has everything a woman needs such as a job, a family, even hobbies and that she should not be ambitious for more, in this way creating a restriction on Elizabeth's aspirations for further development.

Protective Paternalism pacifies women by assuming they are sufficient in the traditional roles set by society, and ignores that women also have the right to pursue their own ambitions outside of the established roles. When Elizabeth is regulated by Phill about the discussion Elizabeth brings up on the TV show, this action shows how men regulate women in every way, all according to men's wishes.

*"Not that you," he said, " not the 'this is going to be really, really complicated' you. Not the 'far too many people do not appreciate the work and sacrifice that goes into being a wife , a mother, a woman' you. No one wants to hear that stuff, Elizabeth. You have to be positive, happy, upbeat!"*

*"But that's not me"*

*"But it could be you."*

*Elizabeth reviewed her life to date. "Not a chance." (P. 214)*

Walter who requires Elizabeth not to be herself in the TV show because he thinks the way Elizabeth tells the story of a woman's sacrifice to become a mother will not be listened to by the audience. In fact, that's what makes Elizabeth's TV cooking show different and interesting and motivates the women who watch her show.

Walter's treatment reflects that women must follow the standards set by men and cannot give their opinions and be themselves. In the work environment, women are often not free to express their opinions, especially if their superiors are men who think they must be listened to. Walter's actions tend to think that it is an act of protecting women from criticism or rejection, but in fact it only reinforces inequality by curbing their freedom of speech and opinion.

## **b) Complementary Gender Differentiation**

Complementary Gender Differentiation can be considered as one of the most common forms of sexism because it has been deeply embedded in the culture of society. This practice is found in various institutions, such as academic institutions, public spaces, and places of worship. It allows women to compensate for their perceived lower social status by accepting certain roles, where they do

not need to challenge male authority, while being considered morally superior or more cultured (Yeung in Istiadah and Afifah, 2020).

In some ways, this is similar to competitive gender differentiation, as both emphasize differences in their respective gender traits. However, Complementary Gender Differentiation generalizes the idea that women are unable to achieve what men can because of their biological traits, including physical and emotional characteristics. This leads society to believe that treating women differently is compassionate, not sexist. For example, in many societal settings, women are often undervalued in the workforce, institutions, organizations and other social spaces.

Complementary Gender Differences refer to the idea that men and women have mutually reinforcing roles, skills and characteristics in Society. This concept emphasizes that the differences between the sexes do not lead to superiority or inferiority, but rather to differences that make a unique contribution to the unity of humanity. Despite its positive aspects, the concept also has the potential to be used to justify gender discrimination and inequality if not understood wisely. Gender equality does not mean that men and women should be identical, but rather that they are valued and recognized according to their unique abilities and roles, without discrimination or prejudice. The reason why Elizabeth hesitated to accept the supper at six TV broadcast job was because the job of being a host was considered an entertainer rather than an academic profession but for economic reasons Elizabeth was forced to take the supper at six TV broadcast job.

*Supper at six debuted four weeks later. And while Elizabeth wasn't entirely keep on the idea-she was a research chemist-she took the job for the usual reason: it paid more and she had a child to support. (p. 6)*

Elizabeth is actually more interested and has a background as a research scientist, but she was forced to accept a job as a television host in the Supper at Six program due to economic reasons and responsibilities as a single mother. This decision can be analyzed through the perspective of Complementary Gender Differentiation, which is a concept that describes the division of social roles between men and women in a complementary manner - where women are more associated with domestic and nurturing roles, women's professions are often underestimated, while men are associated with public and professional roles.

In Elizabeth's case, despite her academic capabilities and interests, social and economic pressures pushed her to take a job that was culturally perceived as more feminine or as an entertainer. This choice was not entirely a personal decision, but rather a reflection of the social structure that still restricts women from pursuing a career to their potential. Motherhood and financial demands forced Elizabeth to sacrifice her academic ambitions to meet traditional gender expectations that prioritized women as caregivers rather than scientific professionals. Society's perception of women's professions as trivial causes Elizabeth to be ashamed of her daughter Madeline for working as a TV host.

*Madeline said, swiping her hand under her nose, "but that's why I'm sad, mom. Because you belong in a lab. But instead you make dinner on TV and...and...and it's because of me."*

*"No," Elizabeth said gently. "Not true. Every parent has to earn a living. It's part of being an adult."*

*"But you're not in a lab specifically because of me-"*

*“Again. Not true-“ (P. 334)*

Madeline herself shows a realization that her mother's job is not her ideal choice, and she feels guilty that her mother had to leave a career as a scientist for a job that is considered less valuable. Analysis through the lens of Complementary Gender Differentiation shows how the social construction of women's professions influences how Elizabeth views herself and how others, including her own daughter, value her work.

The concept of Complementary Gender Differentiation emphasizes the division of roles that are considered complementary between men and women, but in reality it puts women in a subordinate position. Professions performed by women are often considered lower in value, especially if they do not conform to intellectual or professional norms that have long been monopolized by men. In this context, being a TV host related to the domestic world is considered not comparable to being a scientist in a laboratory, even though both are legitimate forms of work.

### **c) Heterosexual Intimacy**

According to Yeung (2012), Heterosexual Intimacy portrays women as romanticized sexual objects, suggesting that having a female romantic partner is important for a man to feel complete. This reinforces the stereotype that women should not be single or have no male partner. In contrast to heterosexual hostility, Heterosexual Intimacy disguises the objectification of women behind narratives of love and attraction. Cruger (2017) concurs by stating that, recognition and

romantic relationships are often used as a means to position women as victims of violence or abuse, both physical and emotional. This form of sexism tends to romanticize and generalize notions of female submission and passivity in sexual or intimate activities, such as cuddling, kissing, making out, or sexual intercourse

The connection in the novel is seen when Elizabeth works at Hastings and works on a project with Evans and works in a laboratory specifically reserved for Evans himself because Evans does have privileges at Hastings because Evans always gets donations from investors, that's where the love between them grows. But Elizabeth had decided beforehand that she did not want to get married and have children, and Evans accepted her decision, but not in his heart because Evans certainly rejected Elizabeth's decision and Evans wanted to marry Elizabeth but he deliberately behaved as if he approved of Elizabeth's decision and hoped that one day Elizabeth would change her mind.

*Calvin opened his eyes wide. "you're saying no?"*

*"yes"*

*"Elizabeth!"*

*"Calvin," she said carefully, reaching across the table for his hands while taking in his deflated face. "I thought we'd agreed on this. As a scientist yourself, I know you understand why marriage for me is out of the question,"*

*But his expression indicated no such understanding.*

*"Because I can't risk having my scientific contributions submerged beneath your name," she clarified.*

*"Right," he said. "Of course. Obviously. So it's a work conflict."*

*"More of social conflict."*

*"calvin," Elizabeth said. "We've discussed this."*

*"Yes I know. You disapprove of the name change. But have I ever suggested that I wanted your name to change?" he protested. "No, in fact, I expected you to keep your name." Which wasn't completely true. (P. 51)*

Heterosexual Intimacy becomes a place where gender expectations and expectations conflict. Calvin is seen to support Elizabeth's decision, but on the other hand, he also encourages traditional views that want women to prioritize marriage and family. This creates tension in their relationship, where love and the desire to support each other collide with Elizabeth's ambition and independence.

This situation shows that heterosexual intimacy can often reinforce gender stereotypes, where women are expected to fulfill traditional roles despite their higher aspirations. Elizabeth struggles to assert her identity outside the boundaries set by society, and this highlights the challenges women face in maintaining a career while being in a romantic relationship. It was after Evans' death that her coworkers took out their frustrations on Elizabeth and spewed slander and insults against her.

*"Look" he said, turning back to Elizabeth, "you enjoyed favored status when Evans was here and plenty of people haven't forgiven you for that. This time, though, we'll make sure everyone knows you earned your place. You're a bright girl, Lizzie. It's possible." (P. 170)*

In this sentence, Elizabeth's colleagues assume that Elizabeth was able to become a chemist and get a better status because Evans asked her to and because Elizabeth teased her. In fact, it was because of Elizabeth that Evans was inspired to make new discoveries. This description reflects that women are often undervalued in their work, and assuming that Elizabeth's success depended on her

personal relationship with Evans, they overlooked her true intelligence and scientific contributions.

The sentence above shows how women often struggle more to be recognized for their achievements, whereas men are considered superior and seen as leaders. The actions of her co-workers who say that Elizabeth seduced Evan to achieve success also show how women are often stereotyped as seducers or manipulative, rather than being recognized as talented and accomplished individuals. After Elizabeth later stopped working at Hasting and continued working as a TV cooking show host, her work did not necessarily go smoothly because Heterosexual Intimacy also occurred in her current job.

*From his producer's chair, Walter Pine slumped. After a massive amount of groveling, he'd managed to get Phil Lebensmal to extend Zott's contract for another six months, but only by agreeing that sexy was in, science was out. The clock, Phil had warned, was really ticking this time. According to him, they'd been getting a lot of complaints. Walter broached the subject with Elizabeth just before the show. "We have to make a few changes," (P. 248)*

Cara Phill, Elizabeth's TV broadcast boss, told her to dress sexy during the cooking show, and it became a condition of Elizabeth's contract extension approval. Phil argued that if Elizabeth dressed sexy, it would attract many viewers. In fact, this opinion can demean Elizabeth because she is considered a comfort woman. This quote also reflects the obstacles Elizabeth faces in her work. How men who have a higher rank than her manage her life and dignity.

Phil's actions reflect how Heterosexual Intimacy can be influential in the entertainment industry, under the guise of increasing the show's appeal to viewers. The decision to link Elizabeth's contract extension to her looks, rather than her

hosting expertise or cooking skills, demonstrates how women are often judged on their physical aspects rather than their professional competence which not only demeans Elizabeth as an individual, but also reflects a systemic pattern where women have to conform to the standards set by powerful men in order to maintain their position.

## **B. How the Ambivalent Sexism Effects Elizabeth Life and Career**

After discussing the forms of Ambivalent Sexism experienced by Elizabeth Zott, this section will discuss the effects of Ambivalent Sexism on Elizabeth's life and career. The Ambivalent Sexism she experienced put Elizabeth under constant social pressure that prevented her from developing to her potential. Hostile Sexism that came from the work environment, such as harassment, undermining of abilities, and theft of intellectual rights, caused Elizabeth to lose the opportunity to be recognized as a true scientist. She was forced out of the academic and scientific space not because of her lack of ability, but because of the patriarchal system that did not allow women to stand on equal footing with men.

Benevolent Sexism also complicates Elizabeth's life journey. Seemingly caring but actually demeaning treatment, such as the assumption that she needs to be protected or guided, limits her freedom to make her own decisions. When she hosted the television show *Supper at Six*, her identity as a scientist was marginalized in favor of meeting the public's expectations of an idealized woman who was warm, beautiful, and not overly critical. Although the show gave her

widespread influence, the position was also a compromise of her dreams and scientific.

The effects of Ambivalent Sexism in this novel show how Elizabeth has to live a life that is not entirely of her own choosing. She is repeatedly forced to conform to social rules made by and for men, which makes her struggle to be recognized based on her intellectual abilities even harder. Elizabeth's life and career become a battlefield between identity, ambition and social structures that continue to reshape her path, not based on logic and merit, but based on predetermined gender roles.

### **1. Forms of Hostile Sexism Effects Elizabeth Life and Career**

The overt acts of Hostile Sexism include clear discrimination, demeaning comments, and treatment that reinforces negative stereotypes about women. This form of Hostile Sexism resulted in a negative effect on Elizabeth's life and career, which is seen in the story after the harassment incident that Elizabeth experienced, and stabbing Dr. Mayers to save herself became the end of Elizabeth's education.

*The attack, or "unfortunate event," as the admissions committee called it just before they formally rescinded her admittance to the doctoral program, had been her doing. Dr. Mayers had caught her cheating. She'd tried to change a test protocol to skew the experiment's results-he had the proof right there-and when he'd confronted her, she'd thrown herself at him, offering sex. When that didn't work, a physical fight ensued and before he knew it, he had pencil in his gut. He was lucky to be alive.*

*Almost no one bought this story. Dr. Mayers had a reputation. But he was also important, and UCLA had no intention of losing someone of his stature. Elizabeth was out. Her master's was complete. Her bruises would heal. Someone would write her a recommendation. Go.*

*That's how she'd ended up at Hastings Research Institute. And now here she was, outside the Hastings lounge (P. 20)*

This story illustrates one of the crucial moments that show the direct effect of Hostile Sexism on Elizabeth Zott's life and career. The false accusation made by Dr. Meyers, stating that Elizabeth tried to exchange sex to cover up academic fraud, although many people did not believe Dr. Meyers' story because of his bad reputation, the University still sided with him because of his status and power as an influential man in the institution. The effect of this incident on Elizabeth's career was profound, she lost the opportunity to continue her doctoral program, a very important academic path for scientists like herself. This rejection was not due to Elizabeth's lack of ability or academic achievement, but rather a system that protects harassers and penalizes victims because of their gender.

In terms of her personal life, this event also had a psychological impact. Elizabeth experienced trauma, physical wounds, and injustice that forced her to abandon her dream academic path. She ended up having to start over from the bottom at the Hastings Research Institute, carrying mental scars and a loss of faith in a system that was supposed to protect and honor the truth. This case shows that hostile sexism not only held Elizabeth back career-wise, but also created long-term damage to her sense of security, self-esteem, and direction in life.

*She didn't want to admit it, but his words were like fresh fuel to her ever-growing pyre of self-doubt. She had neither the education nor the experience of the others. She not only lacked their credentials but their papers, peer support, financial backing, and awards. (P. 72)*

In this quote Elizabeth begins to question her place in the world of science, feeling as though she has no right to be in the position she occupies. The

derogatory comments and lack of support from the scientific community made it difficult for her to gain legitimacy as a scientist. This hindered her access to opportunities, publications and professional collaborations that are crucial in the development of an academic career.

This treatment also permeates the victim and shapes their identity. Elizabeth, who was actually very competent, was forced to feel otherwise because of the standards and expectations set by the men around her. Thus, Hostile Sexism not only damages women's careers, but also steals their confidence and self-esteem. Elizabeth has lost many career opportunities due to discriminatory treatment in academic and professional settings. She does not get the same recognition or financial support as her male counterparts, which has a direct impact on her economic stability.

*When she'd been in labor, she told Dr. Mason she didn't want anesthesia. "It's because I'm a scientist," she'd lied. "I want to be fully conscious during the procedure." But the real reason: she couldn't afford it. (P. 138)*

Elizabeth had to lie about her medical reasons for giving birth, stating that she wanted to be fully conscious because she was a scientist. But in reality, she could not afford anesthesia, a basic necessity in healthcare. Hostile Sexism is reflected in how social and economic systems make it difficult for independent women like Elizabeth, who dares to challenge traditional female norms by choosing a scientific career and becoming a single mother. As a result, she does not get the support she deserves, even for vital matters such as healthcare. The choice to lie shows how Elizabeth has to maintain an image of strength and control, something that is often demanded of women in hostile environments,

where showing weakness can lead to humiliation. Elizabeth has faced a lot of hard things like suicide attempts, sexual assault, loss of loved ones and she usually manages to stay strong. But this time, after the Life media wrote an article misrepresenting her and her achievements, she felt completely broken.

*For the last few weeks, she'd done her best to keep her head up-ignore the article, she told herself. Carry on. That was the coping strategy that had carried her through suicide, sexual assault, lies, thievery, and catastrophic loss; it would again. Except it hadn't. this time, no matter how high she lifted her head, "life's" misrepresentation of who she was beat her back down again. The damage felt permanent, like a brand. She would never outrun it.*

*Harriet read aloud from the letters. "If it weren't for Elizabeth Zott-"*

*"Harriet, I said I'm not interested," she snapped. What was the point? Her life was over. (P. 339)*

This quote shows how unfair treatment and hostile attitudes towards women like Elizabeth can be devastating. The emotional reactions of despair, feeling like her life is over, and refusing support show how Hostile Sexism not only hindered Elizabeth's career, but also destroyed her self-esteem and sense of identity. The line what's the point reflects the psychological devastation of a system that constantly puts down brave and intelligent women like Elizabeth.

Hostile Sexism in this case is seen in how the success of women like Elizabeth is rejected simply because she transcends the boundaries of what society considers normal female roles. When the media misrepresented her and disrespected her struggle, Elizabeth not only lost her good name in the eyes of others, but also began to doubt herself. This shows that unfair social pressure on women does not only come from the outside, but can also be damaging from

within, making women like Elizabeth lose their spirit, confidence, and feel worthless.

*It had been everyone's assumption-everyone being Harrit, Walter, Wakely, Mason, and Elizabeth herself-that she would be flooded with employment offers. Universities, research labs, perhaps even the National Institutes of health. Despite the mockery life magazine had made of her life, she'd been a prominent personality, a television celebrity.*

*But it didn't happen. In fact, nothing happened. Not only did she not receive a single call, but her resumes to research concerns were completely ignored. Despite her daytime popularity, the scientific community continued to entertain significant doubt regarding her academic credentials. (P. 351)*

When she finally got her own television platform and used it to educate and empower stay-at-home moms, the public welcomed her. Even though Elizabeth Zott was widely recognized as smart and popular through her television show, she still didn't get a chance to work in the academic or scientific world, and was underestimated by the scientific community. They doubted her abilities simply because she was a woman, and perhaps also because of the way she was recognized through television, rather than through traditional male-dominated academic channels. This has hindered Elizabeth's career progression, making it difficult for her to get a decent job despite her qualities and experience. Reflecting on how the professional world sometimes cares more about stereotypes and prejudices than seeing Elizabeth's real abilities.

## **2. Forms of Benevolent Sexism Effects Elizabeth Life and Career**

Benevolent Sexism may seem positive in its treatment of women but it is still harmful, as it assumes that women need to be protected or valued only because of traditional rules that restrict women's freedom. This form of Benevolent Sexism has a negative effect on Elizabeth's life and career, as seen

when she decides to work as a TV host for Super At Six because there are no other job options that can make a lot of money.

*From that day forward, strangers called her Loscious, but her daughter, Madeline, called her Mom, and although she was just a child, Madeline could already see that the nickname belittled her mother's talents. She was a chemist, not a TV cook. And Elizabeth, self-conscious in front of her only child, felt ashamed. (P. 7)*

The nickname Luscious given by the public, while sounding cute or physically flattering, actually devalued her professional achievements as a scientist. People do not see Elizabeth as an intelligent and competent chemist, but as an attractive figure in front of the camera. Elizabeth was praised for her feminine appearance or role, but within the compliments was subtle abuse that diminished her professionalism.

Elizabeth was embarrassed in front of her own daughter, as she realized that people remembered her more as a public figure than as a scientist. The nickname, which seemed harmless at first, made Elizabeth feel unappreciated for her true expertise. Which then impacts her identity as a mother and role model, she wants Madeline to see her as a strong and intelligent woman, not just a public figure who is treated superficially.

*"And stop blaming others. Like Evans," he continued, "after he forced us to fund you. After he stood in front of Hastings management and threatened to leave if we didn't."*

*Elizabeth looked as if she'd been slapped. "Calvin did what?"*

*"You know very well." Donatti said, opening the door. (P. 115)*

While Calvin's actions may have been motivated by compassion or good intentions, the reality is that it undermined Elizabeth's credibility as an

independent scientist, as if she was not worthy enough to earn it on her own merits. Such favors did not come with the recognition of Elizabeth's own capacity and expertise, but were instead seen as the result of the mercy of a powerful man. As a result, Elizabeth was not treated as an equal scientist, but as someone who was lucky to be supported by the powerful men around her.

This treatment shows that Benevolent Sexism works in a subtle way but has a big impact on Elizabeth, she is seen as needing to be helped or saved, when in fact she is able to stand and fight on her own. In Elizabeth's case, Calvin's act of helping her secretly without her knowledge makes others think that women cannot succeed without the help of men. As a result, Elizabeth's efforts were seen as less than genuine, and it made her position as a scientist unappreciated by her colleagues and superiors. The negative effect of Benevolent Sexism on Elizabeth's life and career is also seen in the story when Elizabeth has become famous for working on the Super At Six TV broadcast, and then a media article offers to tell Elizabeth's story for publication.

*"Don't let the public tell your story for you, Miss Zott," Roth warned. "They have a way of twisting the truth." (P. 318)*

Although the offer to tell Elizabeth's life story seemed like a good opportunity, the reality was not as easy as one might think. Although the journalist initially intended to write Elizabeth's story honestly and in accordance with her real-life experiences, the harsh reality emerged when none of the media were willing to publish it. At that time, gender inequality was so strong that

stories of intelligent and inspiring women like Elizabeth were considered unworthy or even threatening to existing norms.

As a result, instead of telling the story of Elizabeth's struggle, the media chose to write a version that cornered and demeaned her. These publications not only distorted the facts, but also defamed Elizabeth, destroyed her reputation, and directly affected her personal life and halted her career as a scientist.

*"I know you're upset about the article-we all are. But let's look on the bright side. New advertisers are lining up in droves. Several manufacturers are begging to create all-new lines in your name. pots, knives, all sorts of things!" (P. 326)*

When Elizabeth was feeling disappointed and hurt by the article that cornered her, others tried to comfort her with commercial opportunities that were actually incompatible with her professional and intellectual identity. Although it may seem like a form of support or appreciation with the many offers of cooperation from kitchen appliance manufacturers, it actually shows that society is more interested in Elizabeth's image as a household icon than appreciating her as a scientist.

The negative effects of this treatment were profound on Elizabeth's life and career. Her image as a scientist was lost to the public, replaced by that of a kitchen celebrity. Which made her attempts to return to the world of science even more difficult, as she was no longer seen as someone competent in academia or research, but rather as a media personality selling household appliances. Personally, Elizabeth felt that her identity as an intellectual woman was devalued and unappreciated. She felt trapped in a role that she did not choose, simply

because society was more accepting of women in domestic roles than professional roles.

*The weight of Elizabeth's depression evident in ways she hadn't really registered before. The pile of empty research notebooks, the untouched chemical supplies, the unsharpened pencils. Damn that life magazine, she thought. Despite its name, the magazine had stolen Elizabeth's life- ended it-due in no small part to fraudulent quote from people like Donatti and Mayers. (P. 340)*

This quote shows the deep impact of Elizabeth's depression, which not only affected her emotions, but also stopped her intellectual activity as a scientist. The piles of empty notebooks, abandoned laboratory equipment, and unsharpened pencils symbolized that her scientific passion had been extinguished. She felt that her life was taken by Life Magazine, especially because of the fake quotes from male figures like Donatti and Mayers. Life Magazine, which should have been a place to express her expertise in science, instead became an obstacle to Elizabeth's career in science and damaged her image.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After analyzing and interpreting the forms of Ambivalent Sexism and how Ambivalent Sexism effects Elizabeth life and career in the novel *Lessons In Chemistry* by Bonnie Garmus, the researcher has come to the closing chapter of this study. In this chapter, the researcher provides a brief conclusion regarding the findings and discussion of the research problem that has been carried out in the previous chapter. In addition, the researcher also provides some suggestions to readers, especially to future researchers who will analyze the same topic and have the same interest in related topics.

#### **A. Conclusion**

The forms of Ambivalent sexism by Glick and Fiske that is experienced and has an impact on Elizabeth's life and career is divided into two, Hostile sexism and Benevolent sexism. The division of Ambivalent Sexism is not only limited to Hostile Sexism and Benevolent Sexism because Hostile Sexism and Benevolent Sexism still have several parts, namely, Hostile Sexism is further divided into dominative paternalism, Competitive Gender Differentiation, and Heterosexual Hostility. Then Benevolent Sexism is divided into Protective Paternalism, Complementary Gender Differentiation and Heterosexual Intimacy. Based on the findings and discussion in the previous chapter that have been analyzed using feminist literary criticism, researchers found that the most prominent form of ambivalent sexism is the view of society that women should

not have ambitions equal to men, especially in male-dominated fields such as science and technology. This was reflected in Elizabeth's interactions with her colleagues, where her achievements were often underestimated or ignored, even stolen by more recognized male colleagues. This phenomenon demonstrates the systemic barriers women face in getting the recognition and rewards they deserve for their contributions.

This form of Ambivalent Sexism directly affected Elizabeth's life and career. She faced serious obstacles in the academic and professional world as she was deemed not competent enough just because of her gender. She experienced sexual harassment from her lecturers, which caused deep trauma and hampered her postgraduate education. In the workforce, she was constantly demeaned, suspected, and deemed unfit simply because she was a woman. Her research was stolen by her male colleagues, while her contributions were written off. Even when she returns to work in the lab, she is introduced under the male name Mr. E. Zott so that her work is appreciated, showing how the patriarchal system refuses to openly acknowledge women's success. This form of ambivalent sexism forces Elizabeth to take a job as a cooking show host, a field far removed from her expertise as a scientist, simply because it is considered more suitable for women and more socially acceptable, and she is forced to take a job that is not her area of expertise in order to make ends meet.

## **B. Suggestion**

In studying the novel *Lessons In Chemistry* by Bonnie Garmus, the

researcher focused on the form of ambivalent sexism experienced by the main character Elizabeth Zott and how Ambivalent Sexism affects Elizabeth Zott's life and career throughout the storyline. While analyzing this novel, the researcher found many interesting topics related to Elizabeth, which dealt with issues of gender inequality. To enrich the understanding of the development of the sexism approach or Feminism Theory, the researcher suggests that future researchers who will analyze the novel *Lessons In Chemistry* by Bonnie Garmus to explore other female characters in the novel to gain a more comprehensive understanding of the variations in women's experiences in the same era.

Other approaches involving sociology, psychology, and literary criticism are also important to better understand the impact of Ambivalent Sexism in diverse contexts. The researcher fully realizes that the explanations presented in this study may still have limitations. To improve the quality of future research, the researcher openly accepts all criticisms and suggestions. In the end, the researcher hopes that the results of this study can be a useful source of information and can guide future researchers, especially for those who are interested in the same theme.

## REFERENCES

- Abbas, Nurhasnah. 2020. "Dampak Feminisme Pada Perempuan." *Al-Wardah: Jurnal Kajian Perempuan, Gender Dan Agama* 14 (2): 187–98.
- Afifah, Elhama Najihatul, and Istiadah Istiadah. 2025. "Ambivalent Sexism Experienced by the Female Characters in Cho Nam Joo ' s Saha," no. 50, 114–24.
- Afifah, Nurul. 2024. "Mengkaji Ulang Stereotip Gender: Eksplorasi Stereotip Gender Dalam Konteks Budaya Matrilineal Minangkabau." *Jurnal Dinamika Sosial Budaya* 26 (1): 93. <https://doi.org/10.26623/jdsb.v26i1.9779>.
- Alba, Beatrice, Emily J. Cross, and Matthew D. Hammond. 2024. "Women's Experiences of Benevolent Sexism in Intimate Relationships With Men Are Associated With Costs and Benefits for Personal and Relationship Wellbeing." *Social Psychological and Personality Science* 15 (7): 802–11. <https://doi.org/10.1177/19485506241256695>.
- Andreasen, Robin O. 2009. "Institutional Sexism." *Probation Journal* 56 (4): 323–28. <https://doi.org/10.1177/0264550509354028>.
- Archer, Allison M.N., and Scott Clifford. 2022. "Improving the Measurement of Hostile Sexism." *Public Opinion Quarterly* 86 (2): 223–46. <https://doi.org/10.1093/poq/nfac015>.
- Arsyad, Nisrina Muthi'ah, and Tiara Auliya Salsabillah. 2024. "Feminist View in Emily Dickinson's Selected Poems." *Journal of Language and Pragmatics Studies* 3 (2): 77–85. <https://doi.org/10.58881/jlps.v3i2.57>.
- Barreto, Manuela, and David Matthew Doyle. 2023. "Benevolent and Hostile Sexism in a Shifting Global Context." *Nature Reviews Psychology* 2 (2): 98–111. <https://doi.org/10.1038/s44159-022-00136-x>.
- Bates, Laura. 2014. *Everyday Sexism*.
- Departmen, English Literature, Faculty O F Adab, Universitas Islam, and Negeri Syarif. 2024. *GENDER AND POWER ON DISCRIMINATION TOWARDS WOMEN IN THE WORKPLACE PRESENTED IN LESSONS IN CHEMISTRY ( 2023 ) MINISERIES*.
- Elizebeth, Ms Mily. n.d. "A Feministic Inquiry into Gender Ambivalence in Alex Micheladas ' ' The Silent Patient .," 65–74.
- Gebreen, Hayder, and Mustafa Talib Jawad. 2024. "Sexism in Flannery O'Connor's 'Wise Blood.'" *European Journal of Literary Studies* 5 (1): 113–37. <https://doi.org/10.46827/ejls.v5i1.517>.
- Glick, P., & Fiske, S. T. 2001. "An Ambivalent Alliance: Hostile and Benevolent Sexism as Complementary Justifications for Gender Inequality." *American Psychologist* 56(2):109–118. <https://doi.org/10.1037/0003-066X.56.2.109>.
- Glick, Peter, Jeffrey Diebold, Barbara Bailey-Werner, and Lin Zhu. 1997. "The Two Faces of Adam: Ambivalent Sexism and Polarized Attitudes toward Women." *Personality and Social Psychology Bulletin* 23 (12): 1323–34. <https://doi.org/10.1177/01461672972312009>.
- Hammond, Matthew D., Petar Milojev, Yanshu Huang, and Chris G. Sibley. 2018. "Benevolent Sexism and Hostile Sexism Across the Ages." *Social Psychological and Personality Science* 9 (7): 863–74.

- <https://doi.org/10.1177/1948550617727588>.
- Huang, Qianying, Xijing Wang, and Fei Teng. 2024. "Both Hostile and Benevolent Sexism Predict Men's Infidelity." *Journal of Sex Research* 00 (00): 1–14. <https://doi.org/10.1080/00224499.2024.2338743>.
- Huffman, Charles. 2018. *Social Psychology*.
- Intan Baiduri, Nabilatul Hasanah, Fadjar Maulana, and Mochammad Isa Anshori. 2023. "Gender Dan Kepemimpinan : Sebuah Kajian Literatur." *Jurnal Ilmu Manajemen, Ekonomi Dan Kewirausahaan* 3 (2): 179–204. <https://doi.org/10.55606/jimek.v3i2.1782>.
- Isamah, Nur, Ratri Candrasari, and Muhammad Iqbal. 2024. "UNGKAPAN SEKSISME PADA NOVEL PEREMPUAN YANG" 5 (1): 73–85. "Journal of Professional & Applied Psychology." 2023 2:4–14.
- Justice, Criminal, and Anne Worrall. 2009. "Institutional Sexism." *Probation Journal* 56 (4): 323–28. <https://doi.org/10.1177/0264550509354028>.
- Keller, Adam. 2023. "Rafe McGregor: Critical Criminology and Literary Criticism." *Critical Criminology* 31 (1): 281–84. <https://doi.org/10.1007/s10612-022-09637-w>.
- Leaper, Campbell. 2024. "The Development of Ambivalent Sexism: Proposals for an Expanded Model." *British Journal of Developmental Psychology*, no. June, 1–19. <https://doi.org/10.1111/bjdp.12521>.
- Liu, Wen, Laurie Essig, Ella Ben Hagai, and Munia Bhaumik. 2024. "Forward: 'Feminist and Queer Resistance to Neo-Fascism's Anti-“Gender Ideology” Movements.'" *Journal of Lesbian Studies* 28 (3): 373–81. <https://doi.org/10.1080/10894160.2024.2359281>.
- Morrison, Toni, and Sohail Ahmad. 2024. "CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW Vol.02 No.04 (2024)" 02 (04): 424–36.
- Pratiwi, Indira Intan, Janey Foura Anggraini, and Patrida Malak. 2024. "KRITIK SASTRA FEMINISME PADA CERPEN ' SI PUCUK KALUMPANG ' KARYA AJIP ROSIDI" 7 (2): 281–90. <https://doi.org/10.21776/ub.hastawiyata.2024.007.02.11>.
- Putra, Bintang S Dwi. 2023. "The Main Character's Struggle for Gender Equality in Elena Ferrante's My Brilliant Friend Thesis."
- Rukman, A. A. S. 2022. "Gambaran Kecenderungan Ambivalent Sexism," 15–19.
- Schwabe, Kylie. 2024. "AURA - Antioch University Repository and Archive The Development of Internalized Sexism in Young Adult Women."
- Swim, Janet, Kathryn Aikin, Wayne Hall, and Barbara Hunter. 2024. "PREJUDICE AGAINST WOMEN AND MEN – CORRELATES , PREDICTORS AND CONSEQUENCES FOR ROMANTIC RELATIONSHIPS Old-Fashioned Sexism and Modern Sexism" 0 (1): 21–39. <https://doi.org/10.34767/PFP.2024.01.02>.
- Usmani, Sufia, and Shivani Kaul. 2024. "Feminism and Literature: Reclaiming the Canon- Enduring Relevance of Jane Austen's Works." *Library Progress International* 44 (3): 4487–90.
- Vijayan, R, and D Jockim. 2022. "Ambivalent Sexism and Misogyny : A Reading of Alain Mabanckou ' s Novel Black Moses in Feministic Perspectives," no. June.

- Winter, Nicholas J.G. 2023. "Hostile Sexism, Benevolent Sexism, and American Elections." *Politics and Gender* 19 (2): 427–56. <https://doi.org/10.1017/S1743923X22000010>.
- Романом, З А, Бонні Гармус, and Уроки Хімії. 2024. "Гендерні Студії" 111 (73): 74–91.
- Abbas, Nurhasnah. 2020. "Dampak Feminisme Pada Perempuan." *Al-Wardah: Jurnal Kajian Perempuan, Gender Dan Agama* 14 (2): 187–98.
- Afifah, Elhama Najihatul, and Istiadah Istiadah. 2025. "Ambivalent Sexism Experienced by the Female Characters in Cho Nam Joo ' s Saha," no. 50, 114–24.
- Afifah, Nurul. 2024. "Mengkaji Ulang Stereotip Gender: Eksplorasi Stereotip Gender Dalam Konteks Budaya Matrilineal Minangkabau." *Jurnal Dinamika Sosial Budaya* 26 (1): 93. <https://doi.org/10.26623/jdsb.v26i1.9779>.
- Alba, Beatrice, Emily J. Cross, and Matthew D. Hammond. 2024. "Women's Experiences of Benevolent Sexism in Intimate Relationships With Men Are Associated With Costs and Benefits for Personal and Relationship Wellbeing." *Social Psychological and Personality Science* 15 (7): 802–11. <https://doi.org/10.1177/19485506241256695>.
- Andreasen, Robin O. 2009. "Institutional Sexism." *Probation Journal* 56 (4): 323–28. <https://doi.org/10.1177/0264550509354028>.
- Archer, Allison M.N., and Scott Clifford. 2022. "Improving the Measurement of Hostile Sexism." *Public Opinion Quarterly* 86 (2): 223–46. <https://doi.org/10.1093/poq/nfac015>.
- Arsyad, Nisrina Muthi'ah, and Tiara Auliya Salsabillah. 2024. "Feminist View in Emily Dickinson's Selected Poems." *Journal of Language and Pragmatics Studies* 3 (2): 77–85. <https://doi.org/10.58881/jlps.v3i2.57>.
- Barreto, Manuela, and David Matthew Doyle. 2023. "Benevolent and Hostile Sexism in a Shifting Global Context." *Nature Reviews Psychology* 2 (2): 98–111. <https://doi.org/10.1038/s44159-022-00136-x>.
- Bates, Laura. 2014. *Everyday Sexism*.
- Departmen, English Literature, Faculty O F Adab, Universitas Islam, and Negeri Syarif. 2024. *GENDER AND POWER ON DISCRIMINATION TOWARDS WOMEN IN THE WORKPLACE PRESENTED IN LESSONS IN CHEMISTRY ( 2023 ) MINISERIES*.
- Elizebeth, Ms Mily. n.d. "A Feministic Inquiry into Gender Ambivalence in Alex Micheladas ' ' The Silent Patient .," 65–74.
- Gebreen, Hayder, and Mustafa Talib Jawad. 2024. "Sexism in Flannery O'Connor's 'Wise Blood.'" *European Journal of Literary Studies* 5 (1): 113–37. <https://doi.org/10.46827/ejls.v5i1.517>.
- Glick, P., & Fiske, S. T. 2001. "An Ambivalent Alliance: Hostile and Benevolent Sexism as Complementary Justifications for Gender Inequality." *American Psychologist* 56(2):109–118. <https://doi.org/10.1037/0003-066X.56.2.109>.
- Glick, Peter, Jeffrey Diebold, Barbara Bailey-Werner, and Lin Zhu. 1997. "The Two Faces of Adam: Ambivalent Sexism and Polarized Attitudes toward Women." *Personality and Social Psychology Bulletin* 23 (12): 1323–34. <https://doi.org/10.1177/01461672972312009>.

- Hammond, Matthew D., Petar Milojev, Yanshu Huang, and Chris G. Sibley. 2018. "Benevolent Sexism and Hostile Sexism Across the Ages." *Social Psychological and Personality Science* 9 (7): 863–74. <https://doi.org/10.1177/1948550617727588>.
- Huang, Qianying, Xijing Wang, and Fei Teng. 2024. "Both Hostile and Benevolent Sexism Predict Men's Infidelity." *Journal of Sex Research* 00 (00): 1–14. <https://doi.org/10.1080/00224499.2024.2338743>.
- Huffman, Charles. 2018. *Social Psychology*.
- Intan Baiduri, Nabilatul Hasanah, Fadjar Maulana, and Mochammad Isa Anshori. 2023. "Gender Dan Kepemimpinan : Sebuah Kajian Literatur." *Jurnal Ilmu Manajemen, Ekonomi Dan Kewirausahaan* 3 (2): 179–204. <https://doi.org/10.55606/jimek.v3i2.1782>.
- Isamah, Nur, Ratri Candrasari, and Muhammad Iqbal. 2024. "UNGKAPAN SEKSISME PADA NOVEL PEREMPUAN YANG" 5 (1): 73–85. "Journal of Professional & Applied Psychology." 2023 2:4–14.
- Justice, Criminal, and Anne Worrall. 2009. "Institutional Sexism." *Probation Journal* 56 (4): 323–28. <https://doi.org/10.1177/0264550509354028>.
- Keller, Adam. 2023. "Rafe McGregor: Critical Criminology and Literary Criticism." *Critical Criminology* 31 (1): 281–84. <https://doi.org/10.1007/s10612-022-09637-w>.
- Leaper, Campbell. 2024. "The Development of Ambivalent Sexism: Proposals for an Expanded Model." *British Journal of Developmental Psychology*, no. June, 1–19. <https://doi.org/10.1111/bjdp.12521>.
- Liu, Wen, Laurie Essig, Ella Ben Hagai, and Munia Bhaumik. 2024. "Forward: 'Feminist and Queer Resistance to Neo-Fascism's Anti-“Gender Ideology” Movements.'" *Journal of Lesbian Studies* 28 (3): 373–81. <https://doi.org/10.1080/10894160.2024.2359281>.
- Morrison, Toni, and Sohail Ahmad. 2024. "CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW Vol.02 No.04 (2024)" 02 (04): 424–36.
- Pratiwi, Indira Intan, Janey Foura Anggraini, and Patrida Malak. 2024. "KRITIK SASTRA FEMINISME PADA CERPEN ' SI PUCUK KALUMPANG ' KARYA AJIP ROSIDI" 7 (2): 281–90. <https://doi.org/10.21776/ub.hastawiyata.2024.007.02.11>.
- Putra, Bintang S Dwi. 2023. "The Main Character's Struggle for Gender Equality in Elena Ferrante's My Brilliant Friend Thesis."
- Rukman, A. A. S. 2022. "Gambaran Kecenderungan Ambivalent Sexism," 15–19.
- Schwabe, Kylie. 2024. "AURA - Antioch University Repository and Archive The Development of Internalized Sexism in Young Adult Women."
- Swim, Janet, Kathryn Aikin, Wayne Hall, and Barbara Hunter. 2024. "PREJUDICE AGAINST WOMEN AND MEN – CORRELATES , PREDICTORS AND CONSEQUENCES FOR ROMANTIC RELATIONSHIPS Old-Fashioned Sexism and Modern Sexism" 0 (1): 21–39. <https://doi.org/10.34767/PFP.2024.01.02>.
- Usmani, Sufia, and Shivani Kaul. 2024. "Feminism and Literature: Reclaiming the Canon- Enduring Relevance of Jane Austen's Works." *Library Progress International* 44 (3): 4487–90.

- Vijayan, R, and D Jockim. 2022. "Ambivalent Sexism and Misogyny : A Reading of Alain Mabanckou ' s Novel Black Moses in Feministic Perspectives," no. June.
- Winter, Nicholas J.G. 2023. "Hostile Sexism, Benevolent Sexism, and American Elections." *Politics and Gender* 19 (2): 427–56. <https://doi.org/10.1017/S1743923X22000010>.
- Романом, З А, Бонні Гармус, and Уроки Хімії. 2024. "Гендерні Студії" 111 (73): 74–91.
- Aprilia Prastika Sari, Rizka, Tengsoe Tjahjono, and Ririe Rengganis. 2022. "Representasi Seksisme Dalam Kolom Komentar Netizen Pada Budaya Populer Konten Tiktok Hastag #Wanitakuat (Kajian Wacana Kritis Sara Mills)." *Jurnal Education and Development* 10 (3): 603–8.
- Bareket, Orly, and Susan T. Fiske. 2023. "A Systematic Review of the Ambivalent Sexism Literature: Hostile Sexism Protects Men's Power; Benevolent Sexism Guards Traditional Gender Roles." *Psychological Bulletin* 149 (11–12): 637–98. <https://doi.org/10.1037/bul0000400>.
- Barreto, Manuela, and David Matthew Doyle. 2023. "Benevolent and Hostile Sexism in a Shifting Global Context." *Nature Reviews Psychology* 2 (2): 98–111. <https://doi.org/10.1038/s44159-022-00136-x>.
- Barry, Peter. 2017. *Beginning Theory an Introduction to Literary And Cultural Theory*. file:///C:/Users/auzaa/Downloads/Peter Barry - Beginning Theory\_ An Introduction to Literary and Cultural Theo.pdf.
- Bates, Laura. 2014. *Everyday Sexism*.
- Bearman, Steve, Neill Korobov, and Avril Thorne. 2009. "The Fabric of Internalized Determinan Sexism Beliefs Pada Perempuan." n.d.
- Duarte, Fernando. 2020. "The Queen's Gambit: Sejauh Mana Serial Netflix Ini Mencerminkan Seksisme Dalam Kompetisi Catur?" BBC World Service. 2020. <https://www.bbc.com/indonesia/majalah-55054238>.
- Garmus, Bonnie. 2022. *Lessons in Chemistry*.
- Gebreen, Hayder, and Mustafa Talib Jawad. 2024. "Sexism in Flannery O'Connor's 'Wise Blood.'" *European Journal of Literary Studies* 5 (1): 113–37. <https://doi.org/10.46827/ejls.v5i1.517>.
- Grosz, Elizabeth. 2010. "The Untimeliness of Feminist Theory." *NORA - Nordic Journal of Feminist and Gender Research* 18 (1): 48–51. <https://doi.org/10.1080/08038741003627039>.
- Hammond, Matthew D., Petar Milojev, Yanshu Huang, and Chris G. Sibley. 2018. "Benevolent Sexism and Hostile Sexism Across the Ages." *Social Psychological and Personality Science* 9 (7): 863–74. <https://doi.org/10.1177/1948550617727588>.
- Huffman, Charles. 2018. *Social Psychology*.
- Intan Baiduri, Nabilatul Hasanah, Fadjar Maulana, and Mochammad Isa Anshori. 2023. "Gender Dan Kepemimpinan : Sebuah Kajian Literatur." *Jurnal Ilmu Manajemen, Ekonomi Dan Kewirausahaan* 3 (2): 179–204. <https://doi.org/10.55606/jimek.v3i2.1782>.
- Iqbal, Muhammad Falih, and Sugeng Harianto. 2022. "Prasangka,

- Ketidaksetaraan, Dan Diskriminasi Gender Dalam Kehidupan Mahasiswa Kota Surabaya: Tinjauan
- Isamah, Nur, Ratri Candrasari, and Muhammad Iqbal. 2024. "Ungkapan Seksisme Pada Novel Perempuan Yang" 5 (1): 73–85.
- Istiadah, ., and Annisa Rahmaniayah Afifah. 2020. "Sexism in Online Children's Literature: The Tale of Jemima Puddle-Duck by Beatrix Potter," no. Icri 2018,1832–38. <https://doi.org/10.5220/0009936118321838>.
- Its, Pers Himasta. 2021. "Terkurung Sekat Gender Dalam Seksisme." Kumparan. 2021. <https://kumparan.com/pers-himasta-its/terkurung-sekat-gender-dalam-seksisme-1wY3KUZ5ZAr/1>.
- Justice, Criminal, and Anne Worrall. 2009. "Institutional Sexism." *Probation Journal* 56(4): 323–28. <https://doi.org/10.1177/0264550509354028>.
- Katsiampoura, Gianna. 2024. "From Critical Feminist Theory to Critical Feminist Revolutionary Pedagogy." *Advances in Applied Sociology* 14 (04): 175–85. <https://doi.org/10.4236/aasoci.2024.144012>.
- Leaper, Campbell. 2024. "The Development of Ambivalent Sexism: Proposals for an Expanded Model." *British Journal of Developmental Psychology*, no. June, 1–19. <https://doi.org/10.1111/bjdp.12521>.
- Lewis, Jioni A, D Ph, and Ria Tabacco Mar. 2021. "Jioni A. Lewis, Ph.D. and Ria Tabacco Mar, Esq. 1 "Sexism Feels like This Big Heavy Weight That Is Everywhere Sometimes, I Don't Even Notice and Then, When I See It, It's like Another Little Bit of Weight Sitting on Me That I Didn't Even Know That I" 1 (1): 75–77.
- Liu, Wen, Laurie Essig, Ella Ben Hagai, and Munia Bhaumik. 2024. "Forward: 'Feminist and Queer Resistance to Neo-Fascism's Anti-"Gender Ideology" Movements.'" *Journal of Lesbian Studies* 28 (3): 373–81. <https://doi.org/10.1080/10894160.2024.2359281>.
- Lorenzi-Cioldi, Fabio, and Clara Kulich. 2015. "Sexism." *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, no. December 2015, 693–99. <https://doi.org/10.1016/B978-0-08-097086-8.24089-0>.
- Maiti, and Bidinger. 1981. "Jurnal Teori Feminisme." *Journal of Chemical Information and Modeling* 53 (9): 1690.
- Meivitasari, Yessy, and Ken Widyatwati. 2023. "Bentuk Ketidakadilan Gender Dan Perlawanan Tokoh Kinanti Dalam Novel Layangan Putus (Kajian Feminisme Eksistensialisme Simone de Behaviour)." *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya* 6 (4): 1071–80. <https://doi.org/10.30872/diglosia.v6i4.798>.
- Neoh, Michelle Jin Yee, Jia Hui Teng, Peipei Setoh, and Gianluca Esposito. 2023. "Perceptions of Sexism Interact with Perceived Criticism on Women's Response to Sexist Remarks in Different Relationship Types." *Scientific Reports* 13 (1): 1–15. <https://doi.org/10.1038/s41598-023-44952-4>.
- Opoku, Emmanuel Kwame, Lakshman Wimalasena, and Rafal Sitko. 2024. "Sexism and Workplace Interpersonal Mistreatment in Hospitality and Tourism Industry: A Critical Systematic Literature Review." *Tourism Management Perspectives* 53 (July): 101285.

- <https://doi.org/10.1016/j.tmp.2024.101285>.
- Oswald, Debra L., Maha Baalbaki, and Mackenzie Kirkman. 2019. "Experiences with Benevolent Sexism: Scale Development and Associations with Women's Well-Being." *Sex Roles* 80 (5–6): 362–80. <https://doi.org/10.1007/s11199-018-0933-5>.
- Papadopoulos, Isaak. 2024. "Ku B" 2009 (June). <https://doi.org/10.28925/2311>.
- Prameswari, Yasinta Widya, Agus Trihartono, and Abubakar Eby Hara. 2023. "Women's Representation in the 2018 United States Midterm Elections." *Journal of Feminism and Gender Studies* 3 (1): 35. <https://doi.org/10.19184/jfgs.v3i1.30625>.
- Rukman, A. A. S. 2022. "Gambaran Kecenderungan Ambivalent Sexism," 15–19.
- Salzinger, Leslie, and Tara Gonsalves. 2024. "Thinking Like a Feminist: What Feminist Theory Has to Offer Sociology." *Annual Review of Sociology* 50 (1): 107–28. <https://doi.org/10.1146/annurev-soc-031021-040911>.
- Schwabe, Kylie. 2024. "AURA - Antioch University Repository and Archive TheDevelopment of Internalized Sexism in Young Adult Women."
- Sharma, Malika. 2019. "Applying Feminist Theory to Medical Education." *The Lancet* 393 (10171): 570–78. [https://doi.org/10.1016/S0140-6736\(18\)32595-9](https://doi.org/10.1016/S0140-6736(18)32595-9).
- Suhada, Djilzaran Nurul. 2021. "Feminisme Dalam Dinamika Perjuangan Gender Di Indonesia." *Indonesian Journal of Sociology, Education, and Development* 3 (1):15–27. <https://doi.org/10.52483/ijsed.v3i1.42>.

## **CURRICULUM VITAE**



**Ledy Dara Patya** was born in Lombok on July 27, 2003. She graduated from SMA AN-NUR Bululawang, Malang in 2021. During her study at the Senior High School, she actively participated in culinary arts and digital design. She started her higher education in 2021 at the Department Of English Literature UIN Maulana Maliki Ibrahim Malang and finished in 2025. During her study at the Univercity, she joined Taekwondo and Photography. In her semester break, she attended Sewing Courses and Batik Class.