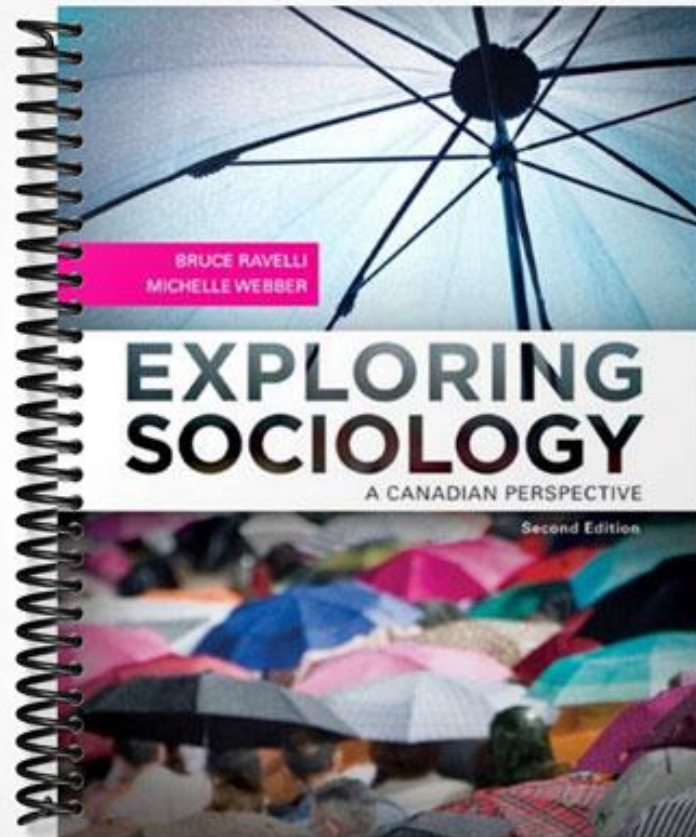


**TEST BANK**



1) Benjamin Franklin is quoted to have said “*Those who would sacrifice freedom for security deserve neither.*” How does this contrast with Hobbes’ ideas of the role of the state?

Answer:

Hobbes believed that, at their most basic, people are motivated by self-interest and the pursuit of power. Living in a natural state would have been a brutal existence; since everyone was in direct competition with each other, people would have lived in a constant state of fear. With their wants always seeming to exceed what was available, there was constant potential for a “war of all against all”. Hobbes thus argued that since people are naturally rational beings, in order to gain peace and protection they would be willing to enter into a collective agreement that would see them give up some of their individual freedom and autonomy to an absolute authority (e.g., democracy, monarchy). This collective agreement represented an important transition in that it demonstrated the human capacity to forgo independence and autonomy in return for collective benefit. In essence, it promotes exactly what Franklin warns against: sacrificing freedom for security.

Diff: Challenging

Type: ES

Page Reference: 32-33

Skill: Applied/Conceptual

Objective: Describe the early contributions of social philosophers and their relevance to classical sociological theory.

2) Develop an essay in which you discuss the relationship between Enlightenment thinking and the birth of sociology.

Answer:

The textbook argues that sociology was born not from the revolutionary ideas of Enlightenment thinking but, rather, from the conservative reaction against them. Before the Enlightenment, people’s thinking was directed by God, the Church, and the aristocracy. Enlightenment thinking, however, promoted human agency and thus was a clear continuation of the writings of Hobbes, Locke, Montesquieu, and Rousseau. Today, seeing ourselves as engaged and autonomous beings seems obvious, but at the time this independence of thought created a great deal of turmoil, not only for the Church but also for society as a whole. The Enlightenment was nothing less than a reordering of how people saw the world and their role in it.

Enlightenment philosophers challenged many beliefs that were grounded in tradition (e.g., inherited titles and wealth that were not based on demonstrated ability or skill) and encouraged the ability of the masses to take control of their lives and challenge their oppressors. This ultimately led to the American and French revolutions which resulted in thousands of deaths. Both revolutions had a lasting influence: for the first time in history,

entire societies were completely reorganized according to the secular ideals of social equality and liberty.

However, the chaos and disruption brought on by these ideals of individual autonomy, liberty, and the primacy of rationality and reason were challenged by conservatives who promoted a return to earlier times when society was more stable. In effect, conservatives challenged the very basis of Enlightenment thinking. After all, they would suggest, the culmination of that thinking led to revolution, something no one should want. As discussed, one of the guiding principles of the Enlightenment was the belief in individual autonomy and the absolute necessity of independent thought and reflection. To Enlightenment thinkers, the individual was the building block for the entire society. In contrast, conservatives believed that society is not the product of individuals but, rather, an entity in itself, independent and separate from the individuals who make it up. Enlightenment and conservative perspectives are both represented in sociology through the micro (individual) and macro (society-wide) approaches respectively.

Diff: Moderate

Type: ES

Page Reference: 35-37

Skill: Conceptual

Objective: Describe the early contributions of social philosophers and their relevance to classical sociological theory.

3) Compare and contrast functionalism and conflict theory as discussed in the text. How would the two perspectives explain crime? Which perspective do you agree with on this issue and why?

Answer:

Functionalists view the social world as a dynamic system of interrelated and interdependent parts. Social structures exist to help people fulfill their wants and desires as defined by social values.

Conflict theory is based on the assumption that society is grounded on inequality and competition over scarce resources that ultimately result in conflict, which often inspires social change. Two basic principles that all conflict theorists share are (1) power is the core of all social relationships and is scarce and unequally divided among members of society, and (2) social values and the dominant ideology are vehicles by which the powerful promote their own interests at the expense of the weak.

For functionalists, crime might be considered functional or dysfunctional, whereas conflict theorists would view crime as a product of an unequal system that produces inequality between those in power and those who are marginalized. In the latter case, crime reflects the interests of those in power.

Diff: Challenging

Type: ES

Page Reference: 38-55

Skill: Applied/Conceptual

Objective: Review and critique functionalism and the contributions of its principal theorists, review and critique conflict theory and the contributions of its founding theorists.

4) Explain how Spencer's idea of "*survival of the fittest*" led to the concept and practice of social Darwinism in the US. How is this position inconsistent with the sociological imagination and why do sociologists tend to be quite critical of these ideas?

Answer:

Spencer came to believe that overpopulation would become a social problem over time and believed that, as a result, people would be forced to compete over increasingly scarce resources. This led him to coin the term *survival of the fittest*. Spencer argued that societies can be selected for in the same way as biological organisms.

This resulted in Spencer's concept of social Darwinism, which employs a functionalist approach by suggesting that societies evolve because there is a *reason* for the changes (i.e., they need to survive). Spencer's approach became very popular in the United States, as it helped to explain why some in society were doing well and others were not. Some were simply more evolved or better adapted than others. And since this was a *natural* process, many believed that nature should be allowed to take its course and that to interfere would only make matters worse.

This position is inconsistent with the sociological imagination since it denies an appreciation of inherited social disadvantage and outright discrimination. As such, sociologists view Spencer's ideas with a critical eye for a number of reasons. First, these ideas provided justification for colonial expansion by rich and powerful countries to poor and weak ones simply because these countries were capable of it. Second, how would Spencer explain the fact that some children of the rich maintain their advantage even though they do not possess any of their parents' positive attributes? Third, Spencer's argument equates evolution with progress and assumes that over time human society will inevitably improve, which has not been proven over time.

Diff: Moderate

Type: ES

Page Reference: 39-40

Skill: Applied/Conceptual

Objective: Review and critique functionalism and the contributions of its principal theorists, review and critique conflict theory and the contributions of its founding theorists, review and critique symbolic interactionism and the contributions of its founding theorists.

5) Discuss how Spencer's ideas of social Darwinism were used to justify the eugenics movement in the US and Canada during the early part of the 20<sup>th</sup> century.

Answer:

Herbert Spencer took the ideas of Darwin and adapted them to the study of society. Spencer applied Darwin's evolution to human *societies* and this approach was referred to as *social Darwinism*. He believed that evolution occurs in the social environment as well as the biological—societies that are better suited to their environment flourish while those that are not die out. Applied to individuals, this perspective became known as eugenics, and justified the launching of a national campaign of “ethnic cleansing” by the US that involved subjecting the “unfit” population to legislated segregation and sterilization programs. The victims included poor people, brown-haired white people, blacks, immigrants, Indians, Eastern European Jews, the sick, and anyone else classified outside the superior genetic lines drawn up by American “raceologists.” The campaign sterilized around 60 000 Americans. In Canada, eugenicists encouraged the National Council of Women to support the forced sterilization of “degenerate” mothers in order to prevent the birth of “degenerate” babies.

Diff: Moderate

Type: ES

Page Reference: 39-40

Skill: Applied

6) Discuss Parson's four functional imperatives (AGIL) required for social equilibrium.

Answer:

1. **Adaptation**. The social system must be able to gather and distribute sufficient environmental resources. Further, the system must be able to adapt to changes in the environment or manipulate the environment to achieve system needs.
2. **Goal attainment**. The system needs to establish clear goals and priorities. The central question that goal attainment must answer for the social system is how to use legitimate power to implement social decisions.
3. **Integration**. The system needs to maintain solidarity within it as well as have the different units in society work together. The system must coordinate and adjust to the needs and aspirations of the various subgroups in society. It must find ways to motivate actors to play their roles and to regulate their actions when they do not.
4. **Latency**. The system needs to motivate individuals to release their frustrations in socially appropriate ways, and to the imperatives of tension maintenance and pattern maintenance. To maintain equilibrium, the social system must find ways to both motivate individual actors and provide them with opportunities to release their frustrations in socially sanctioned ways.

Diff: Moderate

Type: ES

Page Reference: 45-46

Skill: Conceptual/Applied

Objective: Philosophical roots of classical sociological theory

7) Discuss Parson's four step process to explain the motivations and goals of students in post-secondary.

Answer:

Parsons viewed people as “actors” in that they played roles either as individuals or as collectives, and he outlined a four-step process to explain their motivations and goals. First, actors are *motivated* to achieve a goal or end as defined by the cultural system in which they live. For example, your decision to attend university or college and achieve good grades occurred because you are motivated to have a productive and satisfying career, which you believe requires a post-secondary education. Second, actors must find the *means* to achieve their goals. Students need to gather the financial resources necessary to cover the costs of going to school (e.g., tuition, books, living expenses). Third, actors need to face the challenging *conditions* that stand in the way of achieving their goals. Students may have to complete difficult required courses, take classes from teachers who are hard to understand, and write term papers on topics in which they are not interested. Finally, actors must work within the *social system* to achieve their goals. Students are required to pay all of their fees on time and comply with the rules of the institution.

Diff: Moderate

Type: ES

Page Reference: 44-45

Skill: Conceptual/Applied

Objective: Philosophical roots of classical sociological theory

8) Discuss how Marx and Engel's concept of class consciousness is related to Mill's concept of the quality of mind, using examples.

Answer:

Marx and Engels believed that people could liberate themselves from oppression through class consciousness. Class consciousness occurs when the proletariat realize their domination and oppression by the bourgeoisie and commit to doing something about it. According to Marx, the proletariat become class conscious when they recognize their mutual interests and begin to create their own political organizations. Marx and Engels expected that over time, the proletariat would develop a sense of common destiny with other workers because they worked and lived so close together. By talking to each other, workers would begin to understand their plight and the necessity of advocating for their collective needs. By taking such action, by seeing the world as it really is, the proletariat's false consciousness would be destroyed—no longer would workers be alienated from themselves or each other.

In terms of quality of mind, achieving class consciousness is effectively seeing the world in shades of grey, understanding the world as socially constructed, and appreciating your role in it. As a conflict theorist, Mills was well aware of macro-level Marxist terminology

(class consciousness) but his terminology (quality of mind) accentuated the changes also occurring on the micro level.

Diff: Challenging

Type: ES

Page Reference: 47-54

Skill: Conceptual/Applied

Objective: Philosophical roots of classical sociological theory

9) Discuss four of the seven fundamental principles of symbolic interactionism.

Answer:

Symbolic interactionism maintains seven fundamental principles:

1. Unlike other animals, human beings have the capacity for thought.
2. Human thinking is shaped by social interaction.
3. In social settings, people learn meanings and symbols that allow them to exercise their distinctively human capacity for thought.
4. Meanings and symbols enable people to carry on uniquely human actions and interactions.
5. People are able to change meanings and symbols that they use given their interpretation of various social situations.
6. People are able to make these modifications in part because they have the unique ability to interact with themselves. By doing so, they examine different courses of actions and select the one with the most advantages and the least disadvantages.
7. The culmination of patterns of action and interaction make up groups and societies.

Diff: Challenging

Type: ES

Page Reference: 55

Skill: Factual

Objective: Philosophical roots of classical sociological theory

10) Choose three of the marginalized Western voices from social theory and discuss their contributions to sociology.

Answer:

Answers will vary by student. Choices include:

Mary Wollstonecraft

Harriet Martineau

Annie Marion MacLean

Anna Julia Cooper

Ida Wells-Barnett

W.E.B. DuBois

Diff: Challenging

Type: ES

Page Reference: 58-60

Skill: Factual/Conceptual

Objective: Philosophical roots of classical sociological theory