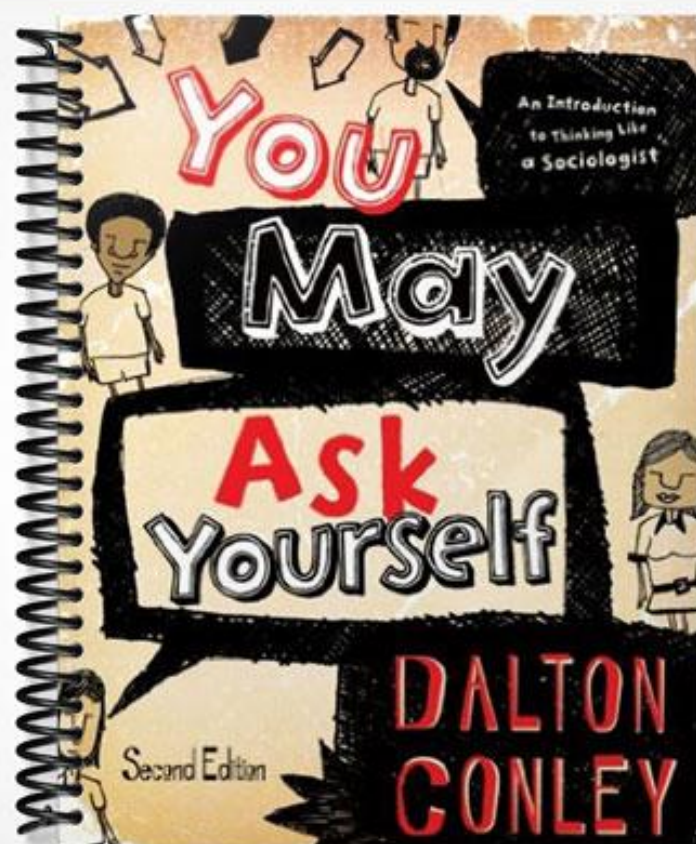


**TEST BANK**



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# You May Ask Yourself

Second Edition



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# You May Ask Yourself

Second Edition

*Jo Anne Clayton*

WAKE TECHNICAL COMMUNITY COLLEGE

*Paula Teander*

WAKE TECHNICAL COMMUNITY COLLEGE



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In December 2007, W. W. Norton conducted a focus group with the brightest minds in educational testing to create a new model for assessment. A good assessment tool must:

1. define what students need to know and the level of knowledge and skills that constitute competence in the concepts they are learning about;
2. include test items that provide valid and reliable evidence of competence by assessing the material to be learned at the appropriate level;
3. enable instructors to accurately judge what students know and how well they know it, allowing instructors to focus on areas where students need the most help.

In evaluating the test banks that accompany introductory texts, we found four main problems:

1. Test questions were misclassified in terms of type and difficulty.
2. The prevalence of low-level and factual questions misrepresented the goals of the course.
3. Trivial topics were tested via multiple items while important concepts were not tested at all.
4. Links to course topics were too general, preventing diagnostic use of the item information.

Norton has collaborated with Valerie Shute (Florida State University) and Diego Zapata-Rivera (Electronic Testing Services) to develop a methodology for delivering high-quality, valid, and reliable assessment through our test banks and our extensive suite of support materials.

### How Does It Work?

The test bank authors list, in order of importance, the concepts from each chapter that they believe are the most important for students to learn—basically the six to eight main ideas in the chapter as well as three to five ancillary concepts per main idea.

The authors then create a concept map for each chapter that shows the relationships among these ideas. Once the concept maps are created, the authors develop three types of questions designed to test students' knowledge of each concept.

The question types are designed to help students (1) understand the facts, (2) learn how to apply them, and (3) learn why they are true. By asking students questions that vary in both type and level of difficulty, instructors can gather different types of evidence, which will allow them to more effectively assess how well students understand specific concepts.

### Three Question Types

1. Factual questions (ask “What?”)—Test declarative knowledge, including textbook definitions and relationships between two or more pieces of information.
2. Applied questions (ask “How?”)—Pose problems in a context different from the one in which the material was learned, requiring students to draw from their declarative and/or procedural understanding of important concepts.
3. Conceptual questions (ask “Why?”)—Ask students to draw from their prior experience and use critical-thinking skills to take part in qualitative reasoning about the real world.



### THREE DIFFICULTY LEVELS

1. Easy questions—require a basic understanding of the concepts, definitions, and examples presented in *You May Ask Yourself*.
2. Moderate questions—direct students to use critical-thinking skills, to demonstrate an understanding of core concepts independent of specific textbook examples, and to connect concepts across chapters.
3. Difficult questions—ask students to synthesize textbook concepts with their own experience, making analytical inferences about sociological topics and more.

### Five General Rules for Norton Assessment

1. Each question measures and explicitly links to a specific competency.
2. Questions are written with clear, concise, and grammatically correct language that suits the difficulty level of the specific competency being assessed. To ensure the validity of the questions, no extraneous, ambiguous,

or confusing material is included, and no slang expressions are used.

3. There are generally three or more questions per competency to ensure the reliability of your test.
4. In developing the questions, every effort has been made to eliminate bias (e.g. race, gender, cultural, ethnic, regional, handicap, and age) to help with issues of accessibility and validity.
5. Questions require specific knowledge of material studied, not general knowledge or experience.

### A Final Note

We hope that these ideas and methods have produced new ways of thinking about assessment. Norton has a strong commitment to supporting instructors with high-quality ancillary materials. We welcome comments and suggestions for improvement, which can be submitted to Laura Musich at [lmusich@wwnorton.com](mailto:lmusich@wwnorton.com).

# CHAPTER 1

# Sociological Imagination: An Introduction

## Concept Map

### I. Sociological Imagination

- A. Returns to Schooling
- B. Credentialism

### II. Social Institutions

- A. Social Identity

### III. Early Sociological Theory

- A. August Comte and Harriet Martineau
  - 1. Positivism
  - 2. Epistemological Stages

### IV. Classical Sociology

- A. Karl Marx
- B. Max Weber
  - 1. *Verstehen*
  - 2. Interpretive Sociology
- C. Émile Durkheim
  - 1. Anomie
- D. Georg Simmel
- E. The Chicago School
  - 1. Cultural Sociology
  - 2. "Social Self"
    - i. Looking-Glass Self
    - ii. Generalized Other
  - 3. Jane Addams
- F. W. E. B. Du Bois
  - 1. Double Consciousness

### V. Modern Theory

- A. Functionalism
  - 1. Manifest and Latent Functions
- B. Conflict Theory
- C. Feminist Theory

- D. Symbolic Interactionism
  - 1. Dramaturgical Theory
- E. Postmodernism
- F. Midrange Theory

### VI. Sociology and Its Cousins

### VII. Divisions within Sociology

- A. Microsociology versus Macrosociology
- B. Quantitative versus Qualitative Sociology

### Multiple Choice

1. As defined by C. Wright Mills, which of the following “enables us to grasp history and biography and the relations between the two within society”?

- formal sociology
- sociological imagination
- microsociology
- macrosociology

ANS: B DIF: Easy REF: Page 5  
TOP: Factual OBJ: Sociological Imagination

2. Feeling discomfort about rural Chinese society, where many generations of a family sleep in the same bed, is known as:

- xenophobia.
- Verstehen*.
- social identity.
- social ecology.

ANS: A DIF: Moderate REF: Pages 6–7  
TOP: Applied OBJ: Sociological Imagination

3. How does the textbook author use dialogue from *Pulp Fiction*, in which the characters discuss how in Holland people put mayonnaise on their french fries?

- to introduce the sociology of film
- to explain the sociological imagination
- to explain social institutions
- to define formal sociology

ANS: B DIF: Easy REF: Page 7  
TOP: Applied OBJ: Sociological Imagination

4. A female manager is attempting to climb her way to the top of the corporate ladder. She works as hard, if not harder, than her male colleagues, but nothing she seems to do helps her advance. She begins to notice that males are being promoted, but females tend to be overlooked for advancements. The realization that many women in her circumstance are experiencing the same discrimination is an example of:

- anomie.
- Verstehen*.
- sociological imagination.
- social cohesion.

ANS: C DIF: Difficult REF: Page 5  
TOP: Applied OBJ: Sociological Imagination

5. Sociologists and economists have shown that the benefits of higher education include higher median incomes for college graduates. This is known as:

- educational investment.
- the returns to schooling.
- study hard or be poor.
- get an education; get a job.

ANS: B DIF: Moderate REF: Page 8  
TOP: Factual OBJ: Returns to Schooling

6. After doing some sociological math, what is the net difference between the annual earnings of the average high school versus college graduate?

- about \$5,000 per year
- about \$10,000 per year
- about \$15,000 per year
- about \$50,000 per year

ANS: C DIF: Difficult REF: Page 9  
TOP: Conceptual OBJ: Returns to Schooling

7. According to Randall Collins's (1979) research, the expansion of higher education is:
- mainly caused by the globalization of capitalism.
  - likely caused by less-prepared high school students entering college.
  - a result of credentialism and expenditures on formal education.
  - a result of increasing governmental interference in educational funding.

ANS: C DIF: Difficult REF: Page 11  
TOP: Factual OBJ: Credentialism

8. According to research used to question credentialism, what might it cost to buy a college diploma online?
- \$29.95
  - \$99.99
  - \$250.00
  - at least \$1,000

ANS: A DIF: Moderate REF: Page 11  
TOP: Factual OBJ: Credentialism

9. In today's society, Randall Collins might suggest that getting a "piece of paper" is more important to many than actually having the knowledge to do a job. He calls the priority placed on formal education:
- secondary education.
  - credentialism.
  - normlessness.
  - xenophobia.

ANS: B DIF: Difficult REF: Page 11  
TOP: Conceptual OBJ: Credentialism

10. All of the following are examples of social institutions used to prevent websites from undermining colleges' degree-conferring abilities EXCEPT:
- copyright law.
  - police forces.
  - employers.
  - families.

ANS: D DIF: Easy REF: Page 11  
TOP: Factual OBJ: Social Institutions

11. Which of the following is defined as a set of stories embedded within a social network about the standard ways a society meets its needs?
- a social identity
  - a social institution
  - a theory
  - anomie

ANS: B DIF: Moderate REF: Page 12  
TOP: Factual OBJ: Social Institutions

12. The author of your text states that the most age-segregated social institution in our society is:
- a hospital.
  - a mental institution.
  - a prison.
  - a four-year college.

ANS: D DIF: Easy REF: Page 12  
TOP: Factual OBJ: Social Institutions

13. A family, as a group of people living together sharing individual stories, makes up a(n):
- social institution.
  - conflict institution.
  - anomic institution.
  - creative institution.

ANS: A DIF: Difficult REF: Page 13  
TOP: Conceptual OBJ: Social Institutions

14. The Phillip Morris Company changed its name to Altira in an attempt to start a new:
- line of cigarettes.
  - defense against law suits.
  - social identity.
  - multinational company.

ANS: C DIF: Moderate REF: Page 13  
TOP: Factual OBJ: Social Identity

15. The "grand narrative" that constitutes a social identity:
- is nothing more than a sum of individual stories told between pairs of individuals.
  - remains the same throughout time.
  - can only be defined by the individual him- or herself.
  - is best displayed online on MySpace and Facebook.

ANS: A DIF: Moderate REF: Page 13  
TOP: Conceptual OBJ: Social Identity

16. As a formal field, sociology is a relatively \_\_\_\_\_ discipline, as discussed in Chapter 1.
- old
  - established
  - young
  - conservative

ANS: C DIF: Easy REF: Page 15  
TOP: Factual OBJ: Early Sociological Theory

17. Who was the author of the first methods book in the discipline of sociology?
- Emile Durkheim
  - Harriet Martineau

- c. Jane Addams
- d. Max Weber

ANS: B DIF: Moderate REF: Page 18  
 TOP: Factual OBJ: August Comte and Harriet Martineau

18. In the book *How to Observe Morals and Manners*, the institution of marriage is criticized as:
- a. based on an assumption of the inferiority of women.
  - b. based on an assumption of the inferiority of men.
  - c. reinforcing compulsory heterosexuality.
  - d. perpetuating social class stratification.

ANS: A DIF: Moderate REF: Page 18  
 TOP: Factual OBJ: August Comte and Harriet Martineau | Feminist Theory

19. Which of the following sociologists developed the theory of positivism?
- a. Auguste Comte
  - b. Emile Durkheim
  - c. Karl Marx
  - d. Max Weber

ANS: A DIF: Moderate REF: Page 15  
 TOP: Factual OBJ: Positivism

20. Positivism is best defined as:
- a. the idea that we can scientifically and logically study social institutions and the individuals within them.
  - b. the effect of religion on social institutions and the individuals within them.
  - c. the study of the symbolic interactions between social institutions and the individuals within them.
  - d. the relationship between scientific and religious social institutions.

ANS: A DIF: Difficult REF: Page 16  
 TOP: Factual OBJ: Positivism

21. According to Comte, positivism arose out of a need to make \_\_\_\_\_ sense of the social order in a time of declining religious authority.
- a. scientific
  - b. moral
  - c. rational
  - d. economic

ANS: B DIF: Moderate REF: Page 16  
 TOP: Factual OBJ: Positivism

22. The person that is often considered to be the founding father of *positivism* is:
- a. Émile Durkheim.
  - b. Karl Marx.

- c. Georg Simmel.
- d. George Herbert Mead.

ANS: A DIF: Moderate REF: Page 23  
 TOP: Factual OBJ: Positivism

23. All of the following are known as the three epistemological stages of human society, as explained by Comte, EXCEPT:
- a. the theological stage.
  - b. the metaphysical stage.
  - c. the scientific stage.
  - d. the post-scientific stage.

ANS: D DIF: Easy REF: Pages 16–17  
 TOP: Factual OBJ: Epistemological Stages

24. Which of the three historical epistemological stages of human society did Comte explain was highlighted by Enlightenment thinking such as Rousseau’s, Mill’s, and Hobbes’s beliefs in biological causes for human behavior?
- a. the theological stage
  - b. the metaphysical stage
  - c. the scientific stage
  - d. the post-scientific stage

ANS: B DIF: Moderate REF: Page 17  
 TOP: Factual OBJ: Epistemological Stages

25. Which of the three historical epistemological stages of human society did Comte claim was characterized by the development of social physics to explain human behavior?
- a. the theological stage
  - b. the metaphysical stage
  - c. the scientific stage
  - d. the post-scientific stage

ANS: C DIF: Moderate REF: Page 17  
 TOP: Factual OBJ: Epistemological Stages

26. Which of the three historical epistemological stages did Comte argue would explain human society by consulting the Bible or other religious texts?
- a. the theological stage
  - b. the metaphysical stage
  - c. the scientific stage
  - d. the post-scientific stage

ANS: A DIF: Moderate REF: Page 16  
 TOP: Factual OBJ: Epistemological Stages

27. Which of the following are known as “the founding fathers of the sociological discipline”?
- a. Comte, Martineau, and Marx
  - b. Martineau, Addams, and Weber

- c. Durkheim, Marx, and Weber  
d. Cooley, Park, and Mead
- ANS: C DIF: Easy REF: Page 18  
TOP: Factual OBJ: Classical Sociology
28. Which of the following founders of sociology is known, in part, for having his writings become the basis of Communism?
- Auguste Comte
  - Émile Durkheim
  - Karl Marx
  - Max Weber
- ANS: C DIF: Easy REF: Page 19  
TOP: Factual OBJ: Karl Marx
29. To Marx, conflict between a small number of capitalists and a large number of workers would divide society. He referred to this large number of workers as:
- employees.
  - proletariat.
  - subordinates.
  - slaves.
- ANS: B DIF: Easy REF: Page 20  
TOP: Factual OBJ: Karl Marx
30. Karl Marx would argue that the types of social institutions in a society were the result of the economic makeup of that society. Max Weber, however, argued that:
- there are no social institutions in a society.
  - there are multiple influences (e.g., religion) on how social institutions are created.
  - social institutions are not influenced by the economy, but by the individuals in them.
  - the epistemological stage of that society influenced the social institutions.
- ANS: B DIF: Difficult REF: Page 21  
TOP: Applied OBJ: Karl Marx | Max Weber
31. Who criticized Marx for focusing exclusively on economics and social class as explanations for human behavior, and advocated sociological analyses that allowed for multiple influences?
- Auguste Comte
  - Harriet Martineau
  - Georg Simmel
  - Max Weber
- ANS: D DIF: Easy REF: Page 21  
TOP: Factual OBJ: Max Weber
32. Who wrote *The Protestant Ethic and the Spirit of Capitalism*?
- Karl Marx
  - Georg Simmel
  - Harriet Martineau
  - Max Weber
- ANS: D DIF: Easy REF: Page 21  
TOP: Factual OBJ: Max Weber
33. The author of *The Protestant Ethic and the Spirit of Capitalism* argued that sociologists should study social behavior from the perspective of the people engaging in it. This is known as:
- functionalism.
  - historical materialism.
  - xenophobia.
  - Verstehen*.
- ANS: D DIF: Easy REF: Page 21  
TOP: Factual OBJ: *Verstehen*
34. Max Weber would say we need to understand, from their perspective, not from our own, why many generations of Chinese sleep together in rural China. He called this:
- anomie.
  - normlessness.
  - Verstehen*.
  - positivism.
- ANS: C DIF: Difficult REF: Page 21  
TOP: Applied OBJ: *Verstehen*
35. Which of the following is the study of social meanings that emphasizes subjectivity in understanding human behavior?
- interpretive sociology
  - formal sociology
  - social ecology
  - positivism
- ANS: A DIF: Moderate REF: Page 21  
TOP: Factual OBJ: Interpretive Sociology
36. *The Division of Labor in Society* was the first of many sociological contributions from:
- Auguste Comte.
  - Émile Durkheim.
  - Karl Marx.
  - Max Weber.
- ANS: B DIF: Moderate REF: Page 22  
TOP: Factual OBJ: Émile Durkheim

37. According to the theory of social solidarity, the division of labor in a society helps to determine:
- the sociological contribution of individuals.
  - the way urbanism affects the cohesion of individuals.
  - the way social cohesion among individuals is maintained.
  - the way social norms are created and maintained.

ANS: C DIF: Difficult REF: Pages 22–23  
TOP: Factual OBJ: Émile Durkheim

38. Which of the following sociologists wrote *Suicide* in 1897?
- Auguste Comte
  - Émile Durkheim
  - Karl Marx
  - Max Weber

ANS: B DIF: Easy REF: Page 23  
TOP: Factual OBJ: Émile Durkheim

39. According to *Suicide*, one of the main social forces leading to suicide is a sense of normlessness that results from drastic changes in society. This normlessness was called:
- anomie.
  - the division of labor.
  - social solidarity.
  - functionalism.

ANS: A DIF: Moderate REF: Page 23  
TOP: Factual OBJ: Anomie

40. American sociology in the United States began at which of the following universities?
- American University
  - University of Chicago
  - New York University (NYU)
  - Columbia University

ANS: B DIF: Easy REF: Page 24  
TOP: Factual OBJ: The Chicago School

41. The basic premise of the Chicago School was that human behaviors and personalities are shaped by social and physical environments. This is known as:
- formal sociology.
  - interpretive sociology.
  - social ecology.
  - Verstehen*.

ANS: C DIF: Easy REF: Page 24  
TOP: Factual OBJ: The Chicago School

42. Which early U.S. sociologist told other sociologists in the Chicago School to “go out and get the seats of [their] pants dirty in real research”?
- Charles H. Cooley
  - George H. Mead

- Robert Park
- Louis Wirth

ANS: D DIF: Moderate REF: Page 24  
TOP: Factual OBJ: The Chicago School

43. The Chicago School’s main laboratory for sociological research was:
- the city of Chicago itself.
  - the second floor of the University of Chicago’s dormitories.
  - the state of Illinois.
  - the states of Illinois and Ohio.

ANS: A DIF: Easy REF: Page 24  
TOP: Factual OBJ: The Chicago School

44. According to your textbook’s author, Chicago School researcher Louis Wirth’s essay, “Urbanism as a Way of Life,” might be classified as which of the following today?
- cultural sociology
  - formal sociology
  - interpretive sociology
  - historical materialism

ANS: A DIF: Medium REF: Page 24  
TOP: Factual OBJ: The Chicago School

45. “If men define situations as real they are real in their consequences” is the theory of which of the following Chicago School theorists?
- Robert Park
  - Charles H. Cooley
  - George H. Mead
  - W. I. Thomas

ANS: D DIF: Easy REF: Page 25  
TOP: Factual OBJ: The Chicago School

46. The Chicago School was a good place to study community-based social ecology. Why?
- The residents were closely related and could communicate with each other easily.
  - The population was rapidly growing due to foreign immigration and the influx of African Americans from the rural South.
  - Industrialization was waning in Chicago during this time, and this caused high rates of poverty and crime.
  - The divorce rate in Chicago at the time was double that of other large cities.

ANS: B DIF: Easy REF: Page 24  
TOP: Conceptual OBJ: The Chicago School

47. Charles H. Cooley argued that the “self” emerges from how an individual interacts with others and then interprets those interactions. He calls this:
- the looking-glass self.
  - the social self.

- c. the generalized other.
- d. the significant other.

ANS: A DIF: Easy REF: Page 25  
TOP: Factual OBJ: Looking-Glass Self

48. George H. Mead described how the “self” internalizes the views of society as a whole, transcending the individual and particular situations. He calls this larger society:
- a. the significant other.
  - b. the generalized other.
  - c. the looking-glass self.
  - d. the social self.

ANS: B DIF: Easy REF: Page 25  
TOP: Factual OBJ: The Generalized Other

49. The Chicago School’s Jane Addams founded the first American settlement house, an institution to help the poor by offering aid, educational services, and more. This house is known as:
- a. the Chicago School.
  - b. the Addams House.
  - c. the Hull House.
  - d. the University of Chicago.

ANS: C DIF: Easy REF: Page 27  
TOP: Factual OBJ: Jane Addams

50. Which of the following was the first African American to receive a Ph.D. from Harvard University?
- a. W. E. B. Du Bois
  - b. Jane Addams
  - c. Oprah Winfrey
  - d. Barack Obama

ANS: A DIF: Easy REF: Page 25  
TOP: Factual OBJ: W. E. B. Du Bois

51. Which of the following applied Durkheim’s theory of anomie to explain crime rates among African Americans after the abolition of slavery in the United States?
- a. W. E. B. Du Bois
  - b. Jane Addams
  - c. Robert Park
  - d. Charles H. Cooley

ANS: A DIF: Easy REF: Page 26  
TOP: Factual OBJ: W. E. B. Du Bois

52. A white person goes into an upscale shop to look at clothes. (S)he is excited to see that there is a sale and gathers a huge pile of clothes to take into the dressing room. An African American goes into the store and is excited about the sale, but hesitates to take many clothes into the dressing room, afraid that staff will think he or she might shoplift. W. E. B. Du Bois would say that the African American has:
- a. prejudice.
  - b. low self-esteem.
  - c. double consciousness.
  - d. a negative self-image.

ANS: C DIF: Easy REF: Page 26  
TOP: Applied OBJ: Double Consciousness

53. Which of the following modern sociological theories states that the best way to analyze society is to identify the purpose that different aspects or phenomena play in the overall structure of society?
- a. postmodernism
  - b. feminism
  - c. conflict theory
  - d. functionalism

ANS: D DIF: Difficult REF: Page 27  
TOP: Applied OBJ: Functionalism

54. The *intended purpose* of desegregation of schools in the 1950s was to make education equal for everyone. What was *not intended* was that many racial minority teachers and principals lost their jobs. This *unintended purpose* was called a(n) \_\_\_\_\_ function by functionalist theorist Talcott Parsons.
- a. unintended
  - b. manifest
  - c. mistaken
  - d. latent

ANS: D DIF: Moderate REF: Page 27  
TOP: Conceptual OBJ: Manifest and Latent Functions

55. In contrast to functionalism, which modern sociological theory borrows from Marx’s belief that competition, not consensus, is the essential cause of social change?
- a. conflict theory
  - b. feminism
  - c. postmodernism
  - d. midrange theory

ANS: A DIF: Moderate REF: Page 28  
TOP: Factual OBJ: Conflict Theory



56. The functionalist paradigm went largely unchallenged in the United States until around the 1950s. C. Wright Mills criticized Talcott Parsons for:
- spending too much time on the negative aspects of society.
  - supporting the dominant class structure and the inequalities associated with it.
  - addressing only the inequalities of classes.
  - focusing on small-scale personal interactions and not the “whole picture.”

ANS: B DIF: Difficult REF: Page 28  
TOP: Factual OBJ: Conflict Theory

57. The two words that might describe the difference between conflict theory and functionalism are:
- competition versus consensus.
  - microsociology versus macrosociology.
  - meaning versus understanding.
  - feminist versus Marxist.

ANS: A DIF: Difficult REF: Page 29  
TOP: Applied OBJ: Conflict Theory |  
Functionalism

58. Which feminist sociologist wrote *Sex, Gender, and Society* (1972), in which she or he argued that much of what we attribute to biological sex differences can actually be traced to learned behaviors and socialization?
- Jane Addams
  - Harriet Martineau
  - Ann Oakley
  - W. E. B. Du Bois

ANS: C DIF: Easy REF: Page 29  
TOP: Factual OBJ: Feminist Theory

59. Which modern sociological theory examines how power relationships are defined, shaped, and reproduced on the basis of gender differences?
- feminism
  - functionalism
  - human sexuality
  - midrange theory

ANS: A DIF: Moderate REF: Page 29  
TOP: Factual OBJ: Feminist Theory

60. Which modern sociological theory explains social behavior by examining the meanings that social signals and signs represent to individuals?
- feminism
  - functionalism
  - symbolic interactionism
  - postmodernism

ANS: C DIF: Moderate REF: Pages 29–30  
TOP: Factual OBJ: Symbolic Interactionism

61. What do symbolic interactionists study?
- midrange theory
  - postmodernism
  - functionalism
  - shared meaning

ANS: D DIF: Moderate REF: Page 30  
TOP: Factual OBJ: Symbolic Interactionism

62. Erving Goffman used the language of theater to describe how people present themselves in everyday social life. This is known as:
- sui generis
  - dramaturgical theory
  - functionalism
  - stage theory

ANS: B DIF: Easy REF: Page 30  
TOP: Factual OBJ: Dramaturgical Theory

63. Which of the following modern sociological theories argues that there are no shared, objective meanings?
- feminism
  - conflict theory
  - postmodernism
  - functionalism

ANS: C DIF: Difficult REF: Page 30  
TOP: Factual OBJ: Postmodernism

64. Postmodern sociologists argue that all so-called objective phenomena are open to debate because all meaning is subjective. Thus, to postmodernists, all “facts” are really:
- social constructs.
  - myths.
  - lies.
  - propaganda.

ANS: A DIF: Difficult REF: Page 30  
TOP: Applied OBJ: Postmodernism

65. Some postmodern sociologists work to show us how all social phenomena are created arbitrarily by people with varying degrees of power. This is known as:
- social ecology.
  - anomie.
  - Verstehen*.
  - deconstructing.

ANS: D DIF: Difficult REF: Page 30  
TOP: Factual OBJ: Postmodernism

66. Native Americans may see the history of the United States differently than white Europeans. Which theory is concerned with the fact that history may be interpreted differently by these dissimilar groups?
- midrange theory
  - postmodernism

- c. symbolic interactionism  
d. functionalism
- ANS: B DIF: Difficult REF: Page 30  
TOP: Applied OBJ: Postmodernism
67. Robert Merton’s modern sociological theory focused on attempting to predict how certain social institutions function between microsociology and macrosociology. This is known as:
- midrange theory.
  - a compromise.
  - centralism.
  - postmodernism.
- ANS: A DIF: Difficult REF: Pages 30–31  
TOP: Factual OBJ: Midrange Theory
68. In the discipline of history, focusing on historical figures such as Adolf Hitler is known as:
- “great man” theories.
  - people’s histories.
  - historiography.
  - historical materialism.
- ANS: A DIF: Moderate REF: Page 32  
TOP: Factual OBJ: Sociology and Its Cousins
69. Explaining unique cases is the focus of most historians, whereas the comparative method is the staple of the sociologist. This comparative method is also known as:
- people’s histories.
  - the nomothetic approach.
  - counterfactual.
  - historiography.
- ANS: B DIF: Difficult REF: Page 32  
TOP: Factual OBJ: Sociology and Its Cousins
70. Which area within the discipline of anthropology is most similar to sociology?
- physical anthropology
  - cultural anthropology
  - genetic anthropology
  - forensic anthropology
- ANS: B DIF: Easy REF: Page 33  
TOP: Factual OBJ: Sociology and Its Cousins
71. In sociology’s “cousin,” psychology, the focus is on the individual. In sociology, the focus is above or beyond the individual, on group-level dynamics and social structures. This is known as:
- intra-individual
  - inter-individual
  - supra-individual
  - super-individual
- ANS: C DIF: Difficult REF: Page 35  
TOP: Factual OBJ: Sociology and Its Cousins
72. The examination of human behavior within a rational actor model is the focus of which of the following “cousins” of sociology?
- anthropology
  - economics
  - psychology
  - the biological sciences
- ANS: B DIF: Moderate REF: Page 35  
TOP: Factual OBJ: Sociology and Its Cousins
73. Sociology is the study of:
- how urges, drives and the mind can account for human behavior.
  - group-level dynamics and social structures.
  - the underlying variation or causal mechanisms within the biological nature of individuals.
  - humans as rational utility maximizers.
- ANS: B DIF: Difficult REF: Page 35 Factual  
OBJ: Sociology and Its Cousins
74. While historians are more likely to focus on the unique case, sociologists would more likely focus on:
- competition.
  - inequalities resulting from history.
  - commonalities.
  - small scale interactions.
- ANS: C DIF: Difficult REF: Page 32  
TOP: Factual OBJ: Sociology and Its Cousins
75. Economists tend to see humans as \_\_\_\_\_, but sociologists would tend to include \_\_\_\_\_:
- irrational actors; deceit.
  - rational actors; emotional motivations.
  - emotional actors; rationality.
  - emotional actors; emotionlessness
- ANS: B DIF: Difficult REF: Page 36  
TOP: Factual OBJ: Sociology and Its Cousins
76. Which of the following focuses its analyses on face-to-face encounters and interactions?
- microsociology
  - macrosociology
  - social ecology
  - cultural sociology
- ANS: A DIF: Moderate REF: Page 37  
TOP: Factual OBJ: Microsociology versus Macrosociology
77. Which of the following focuses its analyses on larger social dynamics at the societal and structural levels?
- microsociology
  - macrosociology

- c. social ecology
- d. social psychology

ANS: B DIF: Moderate REF: Page 38

TOP: Factual OBJ: Microsociology versus  
Macrosociology

78. Perhaps the largest division within the discipline of sociology exists between which of the following?
- a. interpretive and positivist sociology
  - b. qualitative and quantitative sociology
  - c. functionalist and feminist sociology
  - d. conflict and symbolic interactionist sociology

ANS: A DIF: Difficult REF: Page 37

TOP: Applied OBJ: Divisions within Sociology

### Completion

1. Feelings that may result from the discomfort of facing a different reality than one is used to are known as \_\_\_\_\_.
- ANS: xenophobia
- DIF: Moderate REF: Page 7 TOP: Factual  
OBJ: Sociological Imagination
2. In the 1950s, sociologist C. Wright Mills contended that to understand the social world, we need to notice connections between personal experiences and the influence of the larger society in which we live. He called this the \_\_\_\_\_.
- ANS: sociological imagination
- DIF: Easy REF: Page 5 TOP: Factual  
OBJ: Sociological Imagination
3. A college is a combination of informal stories within a social network of students, faculty, administration, etc. Sociologists call this a(n) \_\_\_\_\_.
- ANS: social institution
- DIF: Easy REF: Page 12 TOP: Factual  
OBJ: Social Institutions
4. Auguste Comte argued that human society has gone through three historical epistemological stages. These three stages are the \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- ANS: theological, metaphysical, scientific
- DIF: Difficult REF: Pages 16–17  
TOP: Factual OBJ: Epistemological Stages
5. Karl Marx predicted that conflict between a small number of capitalists and a large number of workers, or \_\_\_\_\_, would result in a Communist revolution.
- ANS: proletariat
- DIF: Moderate REF: Page 20 TOP: Factual  
OBJ: Karl Marx
6. \_\_\_\_\_ originated the theory of historical materialism, which focuses on the conflicts between classes and human attempts to control and dominate the natural environment.
- ANS: Karl Marx
- DIF: Moderate REF: Page 19 TOP: Factual  
OBJ: Karl Marx
7. One of Max Weber's most important contributions to sociology is \_\_\_\_\_, which means that sociologists should approach the study of social behavior from the perspective of the people engaging in it.
- ANS: *Verstehen* / interpretive sociology
- DIF: Moderate REF: Page 21 TOP: Factual  
OBJ: *Verstehen*
8. Max Weber's emphasis on the subjectivity of understanding human behavior is the foundation of \_\_\_\_\_ sociology.
- ANS: interpretive
- DIF: Difficult REF: Page 21 TOP: Factual  
OBJ: Interpretive Sociology
9. Émile Durkheim believed that \_\_\_\_\_, or how work is specialized in a society, not only affects productivity, but also has social and moral consequences.
- ANS: the division of labor
- DIF: Difficult REF: Page 22 TOP: Factual  
OBJ: Émile Durkheim
10. The \_\_\_\_\_ is Émile Durkheim's term to refer to the degree to which jobs are specialized in a society.
- ANS: division of labor
- DIF: Moderate REF: Page 22 TOP: Factual  
OBJ: Émile Durkheim
11. Émile Durkheim defined \_\_\_\_\_ as a sense of normlessness that results from drastic changes in people's living conditions.
- ANS: anomie
- DIF: Moderate REF: Page 23 TOP: Factual  
OBJ: Anomie

12. Georg Simmel referred to the sociology of pure numbers as \_\_\_\_\_.

ANS: formal sociology

DIF: Moderate REF: Pages 23–24

TOP: Factual OBJ: Georg Simmel

13. \_\_\_\_\_, the basic premise of the Chicago School, means that humans' behaviors and personalities are shaped by their social and physical environments.

ANS: Social ecology

DIF: Difficult REF: Page 24 TOP: Factual

OBJ: The Chicago School

14. \_\_\_\_\_ is the Chicago School scholar who stated that “if men define situations as real they are real in their consequences.”

ANS: W. I. Thomas

DIF: Moderate REF: Page 25 TOP: Factual

OBJ: The Chicago School

15. Charles Horton Cooley argued that the self emerges from how we envision that others perceive us. He called this the \_\_\_\_\_.

ANS: looking-glass self

DIF: Moderate REF: Page 25 TOP: Factual

OBJ: Looking-Glass Self

16. \_\_\_\_\_ theory paints a picture of social harmony and consensus as the well-oiled parts of a societal machine working together, with the occasional dysfunctions.

ANS: Functionalist

DIF: Moderate REF: Page 27 TOP: Factual

OBJ: Functionalism

17. Functionalism is an extension of a nineteenth-century theory called \_\_\_\_\_, which states that society is like a life form, each part serving a role in keeping society together.

ANS: organicism

DIF: Difficult REF: Page 27 TOP: Factual

OBJ: Functionalism

18. A split in the discipline of sociology exists between \_\_\_\_\_, who study face-to-face encounters and individual interactions, and \_\_\_\_\_, who are concerned with larger societal and structural levels of analyses.

ANS: microsociologists; macrosociologists

DIF: Moderate REF: Pages 37–38 TOP: Factual

OBJ: Microsociology versus Macrosociology

19. \_\_\_\_\_ is an example of microsociology, whereas \_\_\_\_\_ is an example of macrosociology.

ANS: Symbolic interactionism; can be either functionalism or conflict theory

DIF: Moderate REF: Page 29 TOP: Conceptual

OBJ: Microsociology versus Macrosociology

20. Sociologists who use numbers in their analyses are known as \_\_\_\_\_, and those that analyze with words are known as \_\_\_\_\_.

ANS: quantitative sociologists; qualitative sociologists

DIF: Medium REF: Page 36 TOP: Factual

OBJ: Quantitative versus Qualitative Sociology

## Essay

1. Explain what it means to “think like a sociologist” and “make the familiar strange” and use at least one example to make your point.

ANS: Together these phrases mean that students are encouraged early in the reading and course to use their *sociological imagination* to apply analytical tools to something that they have always done without giving their actions much conscious thought. We should question what we learn from our culture to take for granted as normal. We should reconsider our assumptions, question our culture, and so on.

One example is that sociologists may not believe in common sense or shared meanings—everything is subjective, according to interpretive sociology. In the text, the examples of “why go to college?” and *Pulp Fiction* dialogue on putting mayonnaise versus ketchup on french fries are used.

DIF: Medium REF: Pages 3–15

TOP: Factual OBJ: Sociological Imagination

2. Define the concepts of *social institution* and *social identity*, and give an example of each.

ANS: A *social institution* is a set of stories embedded within a social network about the ways that society meets its needs. These institutions are constructed within a dense network of other social institutions and meanings. For example, New York University is composed of many buildings, people, meanings, and so on, and is a part of the larger system of colleges within the state of New York and the country.

Social institutions and people within them can change their names, yet still retain their *social*

*identity*. Social identities are narratives and individual stories told between pairs of individuals; in other words, they are sets of stories told within a social network, and anyone who knows an individual may contribute to his or her social identity. For example, I may tell one story about my mom and the people she works with may tell another story.

DIF: Moderate REF: Pages 12–15  
TOP: Factual OBJ: Social Institution | Social Identity

3. Define what Auguste Comte meant by *positivism*. Then explain his three historical epistemological stages of human society.

ANS: Positivism is the idea that we can apply social physics or scientific research methods to understand patterns in society. Comte said that this grew out of the need for people to make sense out of the social order in a time of declining religious authority (that is, society was becoming increasingly secular).

The three stages are:

1. *The theological stage*, in which human behavior was explained as “divine will” by using the Bible or other ecclesiastical texts.
2. *The metaphysical stage*, in which human behavior was explained as governed by natural, biological instincts by Enlightenment thinkers such as Rousseau, Mill, and Hobbes.
3. *The scientific stage*, in which human behavior is explained using scientific laws and social physics on both the individual and structural levels.

DIF: Difficult REF: Pages 16–17  
TOP: Factual OBJ: Positivism

4. Auguste Comte created the discipline of sociology. Why was the nineteenth century an appropriate time in history for positivism to develop and how would it work?

ANS: This was a time in history when religious authority was on the decline. There was a need to make moral sense of social order without reference to higher religious powers. Comte’s *scientific stage* of historical development would develop a *social physics* to identify the scientific laws that govern human behavior. Rather than depending on theology or biology in understanding how social institutions work and how we relate to one another, we could use physics to discover the underlying logic of the overall structure of societies.

DIF: Difficult REF: Pages 16–17  
TOP: Conceptual OBJ: Positivism

5. Define what Karl Marx meant by *historical materialism* and discuss how it may explain some human behaviors.

ANS: Historical materialism is Marx’s theory on how inherent class conflict between a small group of capitalists and a large group of proletariat (workers) would lead to a revolution resulting in Communist ideology. For example, Marx predicted that humans’ drive to control and dominate the natural environment will ultimately result in those tools controlling people, and that the proletariat will ultimately rule over the capitalists: “from each according to his abilities, to each according to his needs.”

DIF: Difficult REF: Pages 19–20  
TOP: Applied OBJ: Karl Marx

6. Max Weber criticized Marx’s narrow focus on the economy and social class conflict, and instead offered other possible influences on human behaviors. Discuss one of Weber’s many contributions to sociology.

ANS: Weber believed that there were multiple influences of culture, economics, and politics on human behaviors. One of his many contributions included *The Protestant Ethic and the Spirit of Capitalism*, in which he argued that the religious transformations that took place during the Protestant Reformation laid the groundwork for modern capitalism by teaching an ideology that saw money, riches, and so on as a “sign of divine providence.”

He contributed *Economy and Society*, which provided theories of authority, rationality, the state, and status that are widely used today. Weber also developed the *Verstehen* tradition, in which he suggested that sociologists try to approach understanding human behavior from the perspective of the people engaging in it, thus laying the foundation for subjectivity known as *interpretive sociology*.

DIF: Difficult REF: Page 21  
TOP: Factual OBJ: Max Weber

7. Discuss two of Émile Durkheim’s many contributions to sociology.

ANS: Durkheim’s main contributions include the theory of *functionalism*, which examines society as a sum of many parts working together (or not) like a well-oiled machine. He also defined *the division of labor*, or how jobs are specialized in a society. Division of labor is predicted to be partly responsible for determining the level of *social solidarity* (consensus within a society) of a given society.

Durkheim was also the first practitioner of *positivist sociology* with his 1897 research on *Suicide*, even though Comte coined the term. In this research, Durkheim found that normlessness that results from drastic changes in one's lifestyle may lead to *anomie*, and that this normlessness may lead some people to commit suicide. Anomie is also used in many other ways to study people's behaviors.

DIF: Difficult REF: Pages 22–23 TOP: Factual  
OBJ: Émile Durkheim

8. Define the Chicago School's concept of *social ecology*. Then provide two specific reasons for why Chicago was such fertile ground for the roots of American sociology.

ANS: Social ecology is the study of human behaviors and personalities as shaped by our social and physical environments. It grew popular in Chicago in the 1920s as the city was rapidly urbanizing and industrializing, primarily through a community-based approach (for example, interviewing research subjects and spending time with them).

There was also widespread immigration and migration into Chicago of people with different cultures, ethnic backgrounds, religions, and so on, from overseas and from the southern United States (for example, African American sharecroppers were migrating into Chicago). Questions such as "How will immigrants adapt to their new lives?" were common in this area of study.

DIF: Difficult REF: Pages 24–25  
TOP: Factual OBJ: The Chicago School

9. Summarize the main idea(s) of your choice of two of the following Chicago School theorists: Park, Wirth, Cooley, Mead, Du Bois, or Addams.

ANS: Robert Park's main ideas include encouraging others to "go out and get the seats of [their] pants dirty with real research," meaning to apply social-ecological (community-based) research to the real world.

Louis Wirth is known for his essay, "Urbanism as a Way of Life," in which he borrowed from Durkheim and described how the city broke down traditional forms of social solidarity while still promoting tolerance, rationality, and individual freedom.

Charles Horton Cooley's main idea was that our *social self* was shaped during an interactive process in which we envision how others perceive us, and that leads to our *self-concept*. He called this *the looking-glass self* theory.

George Herbert Mead wrote *Mind, Self, and Society*, in which he described how the *self* develops over the course of childhood as individuals learn to take the point of view of others in specific contexts and eventually the larger society, which he called *the generalized other*.

W. E. B. Du Bois is probably the most important black sociologist, as well as the first African American to earn a Ph.D. from Harvard University. Du Bois co-founded the National Association for the Advancement of Colored People (NAACP) in 1909. His early work included contributions to criminology in which he used Durkheim's concept of anomie to explain crime rates among African Americans after slavery. Mainly, such sudden and newfound freedom of former slaves was found to be related to high crime rates among southern blacks. He also argued that social stratification among Philadelphia's black population may have been necessary for progress in the black community. Thus he created what he called "the talented tenth," an elite group of African American professionals that would lead blacks to success.

Jane Addams, like most women and nonwhite male sociologists, didn't always receive the respect she deserved. She founded Hull House in Chicago, a settlement house that still serves the poor. She was also marginalized by some as more of a social worker than a sociologist, but she wore that title proudly and encouraged sociologists to become social activists.

DIF: Difficult REF: Pages 24–27  
TOP: Factual OBJ: The Chicago School

10. Discuss the main ideas of functionalist sociology.

ANS: Functionalism is a consensus theory, which holds out the possibility of social harmony in a well-oiled societal machine. Some argue that functionalism is an extension of a nineteenth-century theory known as *organicism*, the idea that society is much like a living organism and can be studied as such.

Durkheim's concepts of *division of labor*, *social solidarity*, and *anomie* are all part of this theory. Talcott Parsons argued that functionalism got its name from the notion that the best way to analyze society is to identify the roles that different aspects or phenomena play, and that these functions may be *manifest functions* (intended functions) and/or *latent functions* (hidden, unintended functions).

DIF: Difficult REF: Pages 27–28  
TOP: Factual OBJ: Functionalism

11. How would a conflict theorist explain the educational system in the United States? How would this differ from how a functionalist might see it?

ANS: A conflict theorist would see the educational system in the U.S. as unequal. People from lower classes don't receive the same education as those from higher social classes. This is due to the fact that even public schools are not equal. Schools in upper-status neighborhoods have more resources for learning, and therefore their students are more likely to be accepted into college. Families from upper-class neighborhoods are also more likely to be able to afford tutors and computers, and they may be alumni of good colleges and thus assist their children in admission.

A functionalist, however, might argue that the public school system in the U.S. is functional in allowing all students to have access to the same education. The organization of this system is beneficial for all who want to take advantage of it. The people who get into colleges are those who have studied harder in school and are smarter than those youths who aren't accepted into these institutions.

DIF: Difficult REF: Pages 27–29  
TOP: Conceptual OBJ: Functionalism | Conflict Theory

12. Discuss the main ideas of the conflict theory of sociology.

ANS: Conflict theorists argue that conflict and competition—not consensus, as functionalists suggest—are the basic forces that guide the behaviors of people and societies. In other words, conflict among competing interests over societal resources drives social change. Karl Marx's work on *historical materialism* and his critique of capitalism guide conflict theory.

DIF: Difficult REF: Pages 19–20, 28–29  
TOP: Factual OBJ: Conflict Theory

13. Discuss the main ideas of feminist sociology.

ANS: Students may begin with the examples of Harriet Martineau and Jane Addams from earlier in the chapter. The fact that their work was largely minimized or ignored is one impetus for the creation of feminist sociology as a modern theory within the discipline.

*Feminism* emerged from the women's movements of the 1960s–1970s and contains many theories that emphasize the equality between men and women, as well as women's experiences in a society and discipline that generally subordinate women. For example, Ann Oakley (1972) argued

that much of what people attribute to biological sex differences are actually learned gender behaviors taught via the socialization processes.

Furthermore, much feminist research studies women's experiences at home and in the workplace, schools, and government, among other environments.

DIF: Moderate REF: Page 29  
TOP: Factual OBJ: Feminist Theory

14. Discuss the main ideas of symbolic interactionism.

ANS: Symbolic interactionism began in the 1960s and focuses on *microsociology*, or how face-to-face interactions create the social world. George Herbert Mead's work, as well as Herbert Blumer's paradigm that argues that people give meanings to social signs and signals, are examples.

Also, Erving Goffman's *dramaturgical theory of social interaction* can be used here, as it is argued to be the groundwork for symbolic interactionism. Goffman found in his work *The Presentation of Self in Everyday Life* (1959) that people create front stage and other scripts to shape their encounters and to reinforce their notions about class and social status.

DIF: Moderate REF: Pages 29–30  
TOP: Factual OBJ: Symbolic Interactionism

15. Discuss the main ideas of postmodernism.

ANS: Postmodernism argues that unlike what symbolic interactionists believe are shared meanings, no shared meanings exist any longer—everything is open to multiple meanings and interpretations. In other words, postmodernists believe that everything in society is *socially constructed* so that all organizing narratives are broken down because they aren't objective.

DIF: Difficult REF: Page 30  
TOP: Factual OBJ: Postmodernism

16. Discuss the main ideas of midrange theory.

ANS: Where the other modern sociological theories are grand in their predictions and explanations, and thus open to deconstruction, *midrange theory* borrows from functionalist Robert Merton. Merton said we should focus on how specific social institutions tend to function, rather than trying to focus on the entire social structure.

The key to understanding midrange theory is that it generates *falsifiable hypotheses* that sociologists can test by analyzing the real world in manageable chunks, rather than trying to take on the whole world at one time.

DIF: Difficult REF: Pages 30–31  
TOP: Factual OBJ: Midrange Theory

## CHAPTER 2

## Methods

### Concept Map

#### I. Research Methods

- A. Quantitative Research
- B. Qualitative Research
- C. Deductive Approach
- D. Inductive Approach

#### II. Causality versus Correlation

- A. Correlation
- B. Causality
  - 1. Reverse Causality

#### III. Variables

- A. Dependent Variables
- B. Independent Variables
- C. Hypothesis

#### IV. Hypothesis Testing

- A. Operationalization

#### V. Validity, Reliability, Generalizability

- A. Validity
- B. Reliability
- C. Generalizability

#### VI. Researcher's Role

- A. Experimenter Effects
- B. Researcher Effects
  - 1. Reflexivity
  - 2. Value Judgments in Research
- C. Feminist Methodology
- D. Theory and Research

#### VII. Sampling

- A. Population
- B. Sample
  - 1. Case Studies

#### VIII. Data Collection

- A. Qualitative Approaches
  - 1. Participant Observation
  - 2. Interviews
- B. Quantitative Approaches
  - 1. Surveys
  - 2. Historical Methods
  - 3. Comparative Research
  - 4. Experiments
  - 5. Content Analysis

#### IX. Ethics in Research

- A. Golden Rules of Research
  - 1. Do No Harm
  - 2. Informed Consent
  - 3. Voluntary Participation

#### X. Social Science and Public Policy

- A. Public Sociology