

True / False

1. Sociology is a systematic study because sociologists apply both theoretical perspectives and research methods to examinations of social behavior.

- a. True
- b. False

ANSWER: True

REFERENCES: page 6

LEARNING OBJECTIVES: SIOT.KEND.17.1.1 - Define sociology and explain how it can contribute to our understanding of social life.

OTHER: Pickup

2. The sociological imagination helps us place personal troubles, such as losing one's job or overspending on credit cards, into a larger social context, where we can distinguish whether and how personal troubles may be related to public issues.

- a. True
- b. False

ANSWER: True

REFERENCES: page 7

LEARNING OBJECTIVES: SIOT.KEND.17.1.2 - Identify what is meant by the sociological imagination.

OTHER: Pickup

3. A society is a large social grouping that shares the same geographical territory and is subject to the same political authority and dominant cultural expectations.

- a. True
- b. False

ANSWER: True

REFERENCES: page 6

LEARNING OBJECTIVES: SIOT.KEND.17.1.2 - Identify what is meant by the sociological imagination.

OTHER: Pickup

4. The awareness that helps us understand that there is a connection between losing our job and the high unemployment rate in the region in which we live is an example of the sociological imagination.

- a. True
- b. False

ANSWER: True

REFERENCES: page 7

LEARNING OBJECTIVES: SIOT.KEND.17.1.2 - Identify what is meant by the sociological imagination.

OTHER: Pickup

5. Social thought began to change rapidly in the seventeenth century with the scientific revolution.

- a. True
- b. False

ANSWER: True

REFERENCES: page 10

LEARNING OBJECTIVES: SIOT.KEND.17.1.4 - Describe the historical context in which sociological thinking developed.

OTHER: Pickup

6. Urbanization is the process by which societies are transformed from dependence on agriculture and handmade products to an emphasis on manufacturing and related industries.

- a. True
- b. False

ANSWER: False

REFERENCES: page 10

LEARNING OBJECTIVES: SIOT.KEND.17.1.4 - Describe the historical context in which sociological thinking developed.

OTHER: Pickup

7. French philosopher Auguste Comte coined the term *sociology* to describe a new science that would engage in the study of society.

- a. True
- b. False

ANSWER: True

REFERENCES: page 12

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

OTHER: Pickup

8. Max Weber believed that societies developed through a process of "struggle" (for existence) and "fitness" (for survival), which he referred to as the "survival of the fittest."

- a. True
- b. False

ANSWER: False

REFERENCES: page 15

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

OTHER: Pickup

9. Sociologist Emile Durkheim observed that rapid social change and a more specialized division of labor produce strains in society. These strains lead to a breakdown in traditional organization, values, and authority and to a dramatic increase in anomie.

- a. True
- b. False

ANSWER: True

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

OTHER: Pickup

10. In the Marxian framework, the working class, or bourgeoisie, is composed of those who must sell their labor because they have no other means to earn a livelihood.

- a. True
- b. False

ANSWER: False

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.6 - Identify reasons why many later social thinkers were concerned with social change.

OTHER: Pickup

11. Max Weber emphasized that sociology should be value free—research should be conducted in a scientific manner and should exclude the researcher's personal values and economic interests.

- a. True
- b. False

ANSWER: True

REFERENCES: page 15

LEARNING OBJECTIVES: SIOT.KEND.17.1.7 - Discuss how industrialization and urbanization influenced the theories of Max Weber and Georg Simmel.

OTHER: Pickup

12. One of Max Weber's most useful concepts is decentralization—the process by which the modern world has come to be increasingly dominated by structures devoted to efficiency, calculability, predictability, and technological control.

- a. True
- b. False

ANSWER: False

REFERENCES: page 15

LEARNING OBJECTIVES: SIOT.KEND.17.1.7 - Discuss how industrialization and urbanization influenced the theories of Max Weber and Georg Simmel.

OTHER: Pickup

13. According to the conflict perspective, society is a stable, orderly system. This system is characterized by societal consensus.

- a. True
- b. False

ANSWER: False

REFERENCES: page 18

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

OTHER: Pickup

14. Anomie defines a condition in which social control becomes ineffective as a result of the loss of shared values and a sense of purpose in society.

- a. True
- b. False

ANSWER: True

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.6 - Identify reasons why many later social thinkers were concerned with social change.

OTHER: Pickup

15. According to the functionalist perspective, societies develop social structures (institutions) that persist because they play a part in helping society survive. These institutions include the family, education, government, religion, and the economy.

- a. True
- b. False

ANSWER: True

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

OTHER: Pickup

16. According to Veblen, random consumption is the continuous public display of one's wealth and status through purchases such as expensive houses, clothing, motor vehicles, and other consumer goods.

- a. True
- b. False

ANSWER: False

REFERENCES: page 20

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

OTHER: Pickup

17. According to Robert K. Merton, a manifest function of education is the transmission of knowledge and skills from one generation to the next; a latent function is the establishment of social relations and networks.

- a. True
- b. False

ANSWER: True

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

OTHER: Pickup

18. C. Wright Mills believed that the most important decisions in the United States are made largely behind the scenes by the power elite—a small clique composed of the top corporate, political, and military officials.

- a. True
- b. False

ANSWER: True

REFERENCES: page 19

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

OTHER: Pickup

19. The 2,400 pairs of shoes owned by Imelda Marcos, wife of the late President Ferdinand Marcos of the Philippines, is an example of conspicuous consumption.

- a. True
- b. False

ANSWER: True

REFERENCES: page 20

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

OTHER: Pickup

20. The conflict and functionalist perspectives focus primarily on microlevel (focusing on small groups) analysis, whereas the symbolic interactionist approaches are based on a macrolevel (examining whole societies, large-scale social structures, and social systems) analysis.

- a. True
- b. False

ANSWER: False

REFERENCES: page 20

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

OTHER: Pickup

21. Symbols are instrumental in helping people derive meanings from social situations. In social encounters, each person's interpretation or definition of a given situation becomes a subjective reality from that person's viewpoint.

- a. True
- b. False

ANSWER: True

REFERENCES: page 21

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

OTHER: Pickup

22. George Herbert Mead explored how individual personalities are developed from social experience and concluded that we would not have an identity, a "self," without communication with other people.

- a. True
- b. False

ANSWER: True

REFERENCES: page 21

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

OTHER: Pickup

23. A psychologist interested in studying why some individuals have excessive credit card debt might identify the specific thought processes that a person has when purchasing expensive items that are well beyond his or her budget.

- a. True
- b. False

ANSWER: True

REFERENCES: page 6

LEARNING OBJECTIVES: SIOT.KEND.17.1.1 - Define sociology and explain how it can contribute to our understanding of social life.

OTHER: Pickup

24. Simmel theorized that there is no significant difference between dyad groups and triad groups.

- a. True
- b. False

ANSWER: False

REFERENCES: page 15

LEARNING OBJECTIVES: SIOT.KEND.17.1.7 - Discuss how industrialization and urbanization influenced the theories of Max Weber and Georg Simmel.

OTHER: Pickup

25. A political scientist interested in studying consumerism in the United States might examine how the political process—such as the efforts of lobbyists and interests groups to influence governmental policies—affects credit card interest rates and consumer spending in this country.

- a. True
- b. False

ANSWER: True

REFERENCES: page 6

LEARNING OBJECTIVES: SIOT.KEND.17.1.1 - Define sociology and explain how it can contribute to our understanding of social life.

OTHER: Pickup

Multiple Choice

26. Sociology is defined as the:

- a. systematic study of human society and social interaction.
- b. methodological analysis of groups and individuals.
- c. scientific analysis of premodern people.
- d. academic discipline that examines individual human behavior.

ANSWER: a

REFERENCES: page 6

LEARNING OBJECTIVES: SIOT.KEND.17.1.1 - Define sociology and explain how it can contribute to our understanding of social life.

KEYWORDS: factual

27. A _____ is a large social grouping that shares the same geographical territory and is subject to the same political authority and dominant cultural expectations.

- a. culture b. society
- c. nation d. country

ANSWER: b

REFERENCES: page 6

LEARNING OBJECTIVES: SIOT.KEND.17.1.1 - Define sociology and explain how it can contribute to our understanding of social life.

KEYWORDS: concept

OTHER: Pickup

28. The example of a college student using credit cards to finance vacations and eat out is an illustration of what type of society?

- a. Conflict society
- b. Class society
- c. Consumer society
- d. International society

ANSWER: c

REFERENCES: page 4

LEARNING OBJECTIVES: SIOT.KEND.17.1.1 - Define sociology and explain how it can contribute to our understanding of social life.

KEYWORDS: application

OTHER: Pickup

29. The ability to see the relationship between individual experiences and the larger society is referred to as:

- a. conflict perception.
- b. the sociological imagination.
- c. reality perception.
- d. the symbolic interaction approach.

ANSWER: b

REFERENCES: page 7

LEARNING OBJECTIVES: SIOT.KEND.17.1.2 - Identify what is meant by the sociological imagination.

KEYWORDS: concept

OTHER: Pickup

30. The awareness that helps us understand that there is a connection between losing our job and the high unemployment rate in the region in which we live is an example of:

- a. common sense.
- b. a myth.
- c. false consciousness.
- d. the sociological imagination.

ANSWER: d

REFERENCES: pages 7

LEARNING OBJECTIVES: SIOT.KEND.17.1.2 - Identify what is meant by the sociological imagination.

KEYWORDS: application

OTHER: Pickup

31. Widespread unemployment and massive, nationwide consumer debt are examples of:

- a. personal troubles.
- b. public issues.
- c. non-public issues.
- d. psychological difficulties.

ANSWER: b

REFERENCES: page 7

LEARNING OBJECTIVES: SIOT.KEND.17.1.2 - Identify what is meant by the sociological imagination.

KEYWORDS: application

OTHER: Pickup

32. One person being addicted, unemployed, or running up a high credit card debt could be identified as a:
- a. non-public issue.
 - b. societal issue.
 - c. personal trouble.
 - d. public issue.

ANSWER: c

REFERENCES: page 7

LEARNING OBJECTIVES: SIOT.KEND.17.1.2 - Identify what is meant by the sociological imagination.

KEYWORDS: application

OTHER: Pickup

33. Personal troubles are solved at the individual level and within one's own immediate social settings. Which of the following would be an example of an individual solution to student credit card debt?
- a. Passing legislation to regulate credit card companies
 - b. Creation of a national forums on student debt
 - c. Getting a second job to clear debt
 - d. Requiring students to take educational courses on finance

ANSWER: c

REFERENCES: page 7

LEARNING OBJECTIVES: SIOT.KEND.17.1.2 - Identify what is meant by the sociological imagination.

KEYWORDS: application

OTHER: Modified

34. Who referred to consumption as the "see-want-borrow-buy" process?
- a. Max Weber
 - b. Juliet Schor
 - c. C. Wright Mills
 - d. Jane Addams

ANSWER: b

REFERENCES: page 21

LEARNING OBJECTIVES: SIOT.KEND.17.1.1 - Define sociology and explain how it can contribute to our understanding of social life.

KEYWORDS: fact

OTHER: Pickup

35. The world's _____ countries are nations with highly industrialized economies; technologically advanced industrial, administrative, and service occupations; and relatively high levels of national and personal income.
- a. high-income
 - b. middle-income
 - c. superordinate-income
 - d. subordinate-income

ANSWER: a

REFERENCES: page 8

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

KEYWORDS: concept

OTHER: Modified

36. The United States, Canada, Australia, New Zealand, Japan, and the countries of Western Europe are examples of _____ countries.
- a. middle-income
 - b. subordinate-income
 - c. low-income
 - d. high-income

ANSWER: d

REFERENCES: page 8

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

KEYWORDS: application

OTHER: Pickup

37. The world's _____ countries are nations with industrializing economies, particularly in urban areas, and moderate levels of national and personal income.
- a. high-income
 - b. middle-income
 - c. low-income
 - d. subordinate-income

ANSWER: b

REFERENCES: page 8

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

KEYWORDS: concept

OTHER: Pickup

38. The nations of Eastern Europe and many Latin American countries are examples of _____ countries.
- a. subordinate-income
 - b. high-income
 - c. middle-income
 - d. low-income

ANSWER: c

REFERENCES: page 9

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

KEYWORDS: application

OTHER: Pickup

39. The world's _____ countries are primarily agrarian nations with little industrialization and low levels of national and personal income.
- a. high-income
 - b. middle-income
 - c. subordinate-income
 - d. low-income

ANSWER: d

REFERENCES: page 9

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

KEYWORDS: concept

OTHER: Pickup

40. Many of the nations of Africa and Asia, particularly India and the People's Republic of China where people typically work the land, are examples of _____ countries.
- a. subordinate-income
 - b. low-income
 - c. middle-income
 - d. high-income

ANSWER: b

REFERENCES: page 9

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

KEYWORDS: application

OTHER: Pickup

41. _____ is a term used by many people to specify groups of people distinguished by physical characteristics.
- a. Race
 - b. Creed
 - c. Ethnicity
 - d. Tribe

ANSWER: a

REFERENCES: page 9

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

KEYWORDS: concept

OTHER: Modified

42. The term _____ refers to the cultural heritage or identity of a group and is based on factors such as language or country of origin.
- a. race
 - b. nationality
 - c. ethnicity
 - d. creed

ANSWER: c

REFERENCES: page 9

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

KEYWORDS: concept

OTHER: Modified

43. _____ is the relative location of a person or group within the larger society, based on wealth, power, prestige, or other valued resources.
- a. Caste
 - b. Class
 - c. Economic position
 - d. Prestige

ANSWER: b

REFERENCES: page 9

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

KEYWORDS: concept

OTHER: Modified

44. _____ refers to the biological and anatomical differences between females and males.

- a. Sex
- b. Gender
- c. Biology
- d. Physiobiology

ANSWER: a

REFERENCES: page 9

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

KEYWORDS: concept

OTHER: Modified

45. The concept of _____ refers to the meanings, beliefs, and practices associated with the sex differences, which are referred to as femininity and masculinity.

- a. sex
- b. gender
- c. biology
- d. sociobiology

ANSWER: b

REFERENCES: page 9

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

KEYWORDS: concept

OTHER: Pickup

46. Although the women of that day were categorically excluded from much of public life in France, some women strongly influenced the philosophes and their thinking through their participation in the _____—an open house held to stimulate discussion and intellectual debate.

- a. forum
- b. town meeting
- c. salon
- d. gallery

ANSWER: c

REFERENCES: page 11

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

KEYWORDS: fact

OTHER: Pickup

47.

Emphasis on the individual's possession of critical reasoning and experience is associated with the origins of sociological thinking and with the _____.

- a. Age of Enlightenment
- b. Industrial Revolution
- c. end of the Dark Ages
- d. liberal arts

ANSWER: a

REFERENCES: page 11

LEARNING OBJECTIVES: SIOT.KEND.17.1.4 - Describe the historical context in which sociological thinking developed.

KEYWORDS: concept

OTHER: Pickup

48. _____ is the process by which an increasing proportion of a population lives in cities rather than in rural areas.
- a. Suburbanization
 - b. Urbanization
 - c. Industrialization
 - d. Post industrialization

ANSWER: b

REFERENCES: page 10

LEARNING OBJECTIVES: SIOT.KEND.17.1.4 - Describe the historical context in which sociological thinking developed.

KEYWORDS: concept

OTHER: Modified

49. _____ is the process by which societies are transformed from dependence on agriculture and handmade products to an emphasis on manufacturing and related industries.
- a. Horticultural revolution
 - b. Technological revolution
 - c. Urbanization
 - d. Industrialization

ANSWER: d

REFERENCES: page 10

LEARNING OBJECTIVES: SIOT.KEND.17.1.4 - Describe the historical context in which sociological thinking developed.

KEYWORDS: concept

OTHER: Pickup

50. French philosopher _____ is credited with having coined the term *sociology* to describe a new science that would engage in the study of society.
- a. Max Weber
 - b. Herbert Spencer
 - c. Emile Durkheim
 - d. Auguste Comte

ANSWER: d

REFERENCES: page 12

LEARNING OBJECTIVES: SIOT.KEND.17.1.4 - Describe the historical context in which sociological thinking developed.

KEYWORDS: fact

OTHER: Pickup

51. The "founder of sociology" is:
- a. Max Weber.
 - b. Karl Marx.
 - c. Emile Durkheim.
 - d. Auguste Comte.

ANSWER: d

REFERENCES: page 12

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: fact

OTHER: Pickup

52. According to Auguste Comte, societies contain _____, which are forces for social order and stability.
- a. social statics b. social dynamics
 - c. social choices d. social functions

ANSWER: a

REFERENCES: page 12

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: concept

OTHER: Pickup

53. According to Auguste Comte, societies contain _____, which are forces for conflict and change.
- a. social statics b. social functions
 - c. social dynamics d. social choices

ANSWER: c

REFERENCES: pages 12

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: concept

OTHER: Pickup

54. In describing the *law of the three stages*, Auguste Comte believed that knowledge began in the _____ stage, where explanations were based on religion and the supernatural, and kinship was the most prominent unit of society.
- a. theological b. metaphysical
 - c. enlightenment d. positive

ANSWER: a

REFERENCES: page 12

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: concept

OTHER: Pickup

55. In describing the *law of the three stages*, Auguste Comte believed that knowledge moved to the _____ stage, where explanations were based on abstract philosophical speculations, and the state becomes the prominent social unit.
- a. positive b. theological
 - c. metaphysical d. enlightenment

ANSWER: c

REFERENCES: page 12

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: concept

OTHER: Modified

56. In describing the *law of the three stages*, Auguste Comte believed that knowledge would reach the _____ stage, where explanations were based on systematic observation, experimentation, comparison, and historical analysis; and industry became the prominent structural unit in society.
- a. metaphysical b. scientific
 - c. theological d. logical

ANSWER: b

REFERENCES: page 12

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: concept

OTHER: Modified

57. In *Society in America*, _____ examined religion, politics, child rearing, slavery, and immigration to the United States, paying special attention to social distinctions based on class, race, and gender.
- a. Jane Addams b. Auguste Comte
 - c. Herbert Spencer d. Harriet Martineau

ANSWER: d

REFERENCES: page 12

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: fact

OTHER: Modified

58. According to British social theorist _____, societies developed through a process of "struggle" (for existence) and "fitness" (for survival), which he referred to as the "survival of the fittest."
- a. Talcott Parsons b. Auguste Comte
 - c. Herbert Spencer d. Emile Durkheim

ANSWER: c

REFERENCES: page 12

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: fact

OTHER: Pickup

59. According to _____ Theory of General Evolution, society, like a biological organism, has various interdependent parts (such as the family, the economy, and the government) that work to ensure the stability and survival of the entire society.
- a. Auguste Comte's
 - b. Emile Durkheim's
 - c. Charles Darwin's
 - d. Herbert Spencer's

ANSWER: d

REFERENCES: page 12

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: fact

OTHER: Pickup

60. _____ is the belief that those species of animals, including human beings, best adapted to their environment survive and prosper, whereas those poorly adapted die out.
- a. Social Darwinism
 - b. Social eugenics
 - c. Social statics
 - d. Social dynamism

ANSWER: a

REFERENCES: page 12

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: concept

OTHER: Modified

61. _____ are patterned ways of acting, thinking, and feeling that exist *outside* any one individual but that exert social control over each person.
- a. Social networks
 - b. Social gatherings
 - c. Social bondings
 - d. Social facts

ANSWER: d

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: concept

OTHER: Pickup

62. A community that comes together to build a barn for one of its members after it has been destroyed by fire would be characteristic of a preindustrial society. Durkheim would conclude their members have:
- a. anomie.
 - b. social disorganization.
 - c. shared moral beliefs and values.
 - d. cultural conflict.

ANSWER: c

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: application

OTHER: Pickup

63. _____ defines a condition in which social control becomes ineffective as a result of the loss of shared values and a sense of purpose in society.
- a. Social disorganization
 - b. Social dysfunctionism
 - c. Cultural breakdown
 - d. Anomie

ANSWER: d

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: concept

OTHER: Pickup

64. A note left at the scene of a suicide expressed the victim's concern that he felt little sense of moral guidance. He indicated that he was uncertain about what was right or wrong in today's world. Using Emile Durkheim's theory, sociologists might conclude that the suicide victim was feeling:
- a. anomie.
 - b. alienation.
 - c. integration.
 - d. isolation.

ANSWER: a

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: application

OTHER: Modified

65. Sociologist _____ is described as the founding figure of the functionalist theoretical tradition.

- a. Herbert Spencer
- b. Emile Durkheim
- c. Karl Marx
- d. Max Weber

ANSWER: b

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: fact

OTHER: Pickup

66. The theory that history is a continuous clash between conflicting ideas and forces was developed by:

- a. Frederick Schmidt.
- b. Karl Marx.
- c. Emile Durkheim.
- d. Max Weber.

ANSWER: b

REFERENCES: pages 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: concept

OTHER: Pickup

67. According to Karl Marx's ideas, he believed that class conflict is necessary in order to produce social change and a better society. Specifically, which of the following social forces was most important to create social change?

- a. Religious
- b. Familial
- c. Political
- d. Economic

ANSWER: d

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.6 - Identify reasons why many later social thinkers were concerned with social change.

KEYWORDS: fact

OTHER: Modified

68. In the Marxian framework, the _____ comprise(s) those who own and control the means of production.

- a. bourgeoisie
- b. working class
- c. proletariat
- d. bureaucrats

ANSWER: a

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.6 - Identify reasons why many later social thinkers were concerned with social change.

KEYWORDS: concept

OTHER: Pickup

69. The _____ are the tools, land, factories, and money for investment that form the economic basis of a society.
- a. means of production
 - b. instruments of capitalism
 - c. means of consumption
 - d. means of distribution

ANSWER: a

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.6 - Identify reasons why many later social thinkers were concerned with social change.

KEYWORDS: concept

OTHER: Modified

70. From Marx's viewpoint, the _____ is composed of those who must sell their labor because they have no other means to earn a livelihood.
- a. bourgeoisie
 - b. lower class
 - c. proletariat
 - d. None of these are correct.

ANSWER: c

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.6 - Identify reasons why many later social thinkers were concerned with social change.

KEYWORDS: concept

OTHER: Modified

71. Robert works on the assembly line at the local automobile factory and trades his labor for wages. Robert is a _____ because he does not own the factory.
- a. capitalist
 - b. zeitgeist
 - c. bourgeoisie
 - d. proletariat

ANSWER: d

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.6 - Identify reasons why many later social thinkers were concerned with social change.

KEYWORDS: application

OTHER: Pickup

72. According to the text, one reason why more people are not actively protesting our current economic plight may be because of _____—an individual's feeling of powerlessness and estrangement.
- a. class conflict
 - b. alienation
 - c. anomie
 - d. the *bourgeoisie syndrome*

ANSWER: b

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.6 - Identify reasons why many later social thinkers were concerned with social change.

KEYWORDS: concept

OTHER: Modified

73. Karl Marx coined the phrase the "fetishism of commodities" to describe the situation wherein workers:
- a. recognize that their labor give the commodity its value.
 - b. recognize that they control the production of the commodity.
 - c. fail to recognize the value of the owner's cost of producing a commodity.
 - d. fail to recognize that their labor gives the commodity its value.

ANSWER: d

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.6 - Identify reasons why many later social thinkers were concerned with social change.

KEYWORDS: concept

OTHER: Pickup

74. German social scientist _____ emphasized that sociology should be value-free, i.e., research should be conducted in a scientific manner and should exclude the researcher's personal values and economic interests.
- a. Emile Durkheim
 - b. Max Weber
 - c. Karl Marx
 - d. Herbert Spencer

ANSWER: b

REFERENCES: page 15

LEARNING OBJECTIVES: SIOT.KEND.17.1.6 - Identify reasons why many later social thinkers were concerned with social change.

KEYWORDS: fact

OTHER: Pickup

75. Max Weber stressed that sociologists should employ _____ (understanding or insight) to gain the ability to see the world as others see it.
- a. verstehen
 - b. positivism
 - c. social facts
 - d. social dynamics

ANSWER: a

REFERENCES: page 15

LEARNING OBJECTIVES: SIOT.KEND.17.1.7 - Discuss how industrialization and urbanization influenced the theories of Max Weber and Georg Simmel.

KEYWORDS: concept

OTHER: Pickup

76. According to Max Weber, _____ is the process by which the modern world has come to be increasingly dominated by structures devoted to efficiency, calculability, predictability, and technological control.
- a. industrialization
 - b. McDonaldization
 - c. rationalization
 - d. social revolution

ANSWER: c

REFERENCES: page 15

LEARNING OBJECTIVES: SIOT.KEND.17.1.7 - Discuss how industrialization and urbanization influenced the theories of Max Weber and Georg Simmel.

KEYWORDS: concept

OTHER: Modified

77. _____ is demonstrated by scorecards that allow lenders to score potential borrowers based on prior statistics of other people's performance in paying their bills.
- a. Efficiency
 - b. Technical alienation
 - c. Calculability
 - d. Predictability

ANSWER: c

REFERENCES: page 20

LEARNING OBJECTIVES: SIOT.KEND.17.1.7 - Discuss how industrialization and urbanization influenced the theories of Max Weber and Georg Simmel.

KEYWORDS: application

OTHER: Pickup

78. The _____ of credit cards means that if the cardholder is current on paying bills and the merchant accepts that kind of card, the cardholder will not be turned down on a purchase.
- a. efficiency
 - b. technical alienation
 - c. calculability
 - d. predictability

ANSWER: d

REFERENCES: page 20

LEARNING OBJECTIVES: SIOT.KEND.17.1.7 - Discuss how industrialization and urbanization influenced the theories of Max Weber and Georg Simmel.

KEYWORDS: application

OTHER: Pickup

79. The first department of sociology in the United States was established at _____, where the faculty was instrumental in starting the American Sociological Society (now known as the American Sociological Association).
- a. Harvard University
 - b. the University of California at Berkeley
 - c. the University of Chicago
 - d. Yale University

ANSWER: c

REFERENCES: page 16

LEARNING OBJECTIVES: SIOT.KEND.17.1.7 - Discuss how industrialization and urbanization influenced the theories of Max Weber and Georg Simmel.

KEYWORDS: fact

OTHER: Pickup

80. _____ is regarded as the founder of the symbolic interaction perspective.

- a. Robert Park
- b. Ernest Burgess
- c. George Herbert Mead
- d. Charles Horton Cooley

ANSWER: c

REFERENCES: page 16

LEARNING OBJECTIVES: SIOT.KEND.17.1.7 - Discuss how industrialization and urbanization influenced the theories of Max Weber and Georg Simmel.

KEYWORDS: fact

OTHER: Pickup

81. Chicago School sociologist _____ is credited with the founding of Hull House, one of the most famous settlement houses in an impoverished area of Chicago.

- a. George Herbert Mead
- b. Mary Wollstonecraft
- c. Ernest Burgess
- d. Jane Addams

ANSWER: d

REFERENCES: page 16

LEARNING OBJECTIVES: SIOT.KEND.17.1.7 - Discuss how industrialization and urbanization influenced the theories of Max Weber and Georg Simmel.

KEYWORDS: fact

OTHER: Pickup

82. W.E.B. Du Bois observed that a dual heritage creates conflict for people of color, i.e., an identity conflict of being a black and an American. Du Bois referred to this duality as:
- a. double-consciousness.
 - b. double-identity.
 - c. the double bind.
 - d. functional conflict.

ANSWER: a

REFERENCES: page 16

LEARNING OBJECTIVES: SIOT.KEND.17.1.7 - Discuss how industrialization and urbanization influenced the theories of Max Weber and Georg Simmel.

KEYWORDS: concept

OTHER: Modified

83. _____ is/are defined as a set of logically interrelated statements that attempts to describe, explain, and (occasionally) predict social events.
- a. Hypotheses
 - b. Hunches
 - c. Theory
 - d. Perspectives

ANSWER: c

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

84. Sociologists refer to a theoretical framework as a(n) _____—an overall approach to or viewpoint on some subject.
- a. theory
 - b. perspective
 - c. hypothesis
 - d. experiment

ANSWER: b

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

85. _____ perspectives are based on the assumption that society is a stable, orderly system.
- a. Functionalist
 - b. Conflict
 - c. Interactionist
 - d. Developmental

ANSWER: a

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

86. According to the functionalist perspective, society develops _____ to remain orderly and stable. Examples would be religion, economy, family, and government.
- a. social classes
 - b. anomic structures
 - c. institutions
 - d. social dynamics

ANSWER: c

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: application

OTHER: Pickup

87. According to the functionalist perspective, a society is composed of interrelated parts. If there is an adverse effect in one institution such as the economy, there will be:
- a. no reaction in the other parts or institutions.
 - b. an adverse reaction at the individual level only.
 - c. an adverse reaction in all other institutions.
 - d. a positive reaction in the other institutions.

ANSWER: c

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: application

OTHER: Pickup

88. Sociologist _____ suggested that a division of labor (distinct, specialized functions) between husband and wife is essential for family stability and social order.
- a. George Herbert Mead
 - b. Peter Berger
 - c. Charles Horton Cooley
 - d. Talcott Parsons

ANSWER: d

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

89. From a functionalist perspective, the husband/father performs the _____ tasks, which involve leadership and decision-making responsibilities in the home and employment outside the home to support the family.
- a. expressive
 - b. instrumental
 - c. contradictory
 - d. interdependent

ANSWER: b

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

90. From a functionalist perspective, the wife/mother is responsible for the _____ tasks, including housework, caring for the children, and providing emotional support for the entire family.
- a. expressive
 - b. instrumental
 - c. compatible
 - d. independent

ANSWER: a

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

91. According to Robert K. Merton, _____ are intended and/or overtly recognized by the participants in a social unit.
- a. dysfunctions
 - b. latent functions
 - c. prerequisite functions
 - d. manifest functions

ANSWER: d

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

92. The transmission of knowledge and skills from one generation to the next is a _____ of education.
- a. dysfunction
 - b. latent function
 - c. prerequisite function
 - d. manifest function

ANSWER: d

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: application

OTHER: Pickup

93. According to Robert K. Merton, _____ are unintended functions that are hidden and remain unacknowledged by participants.
- a. dysfunctions
 - b. latent functions
 - c. prerequisite functions
 - d. manifest functions

ANSWER: b

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

94. Many teens "hang out" with friends and eat lunch at the food court of a shopping mall. According to the functionalist perspective, this is an example of a _____ of shopping and consumption.
- a. dysfunction
 - b. latent function
 - c. prerequisite function
 - d. manifest function

ANSWER: b

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: application

OTHER: Pickup

95. According to Robert K. Merton, _____ are the undesirable consequences of any element of a society.
- a. dysfunctions
 - b. latent functions
 - c. prerequisite functions
 - d. manifest functions

ANSWER: a

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

96. The perpetuation of gender, racial-ethnic, and class inequalities in the education system in the United States is an example of Merton's concept of:
- a. dysfunctions.
 - b. latent functions.
 - c. prerequisite functions.
 - d. manifest functions.

ANSWER: a

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: application

OTHER: Pickup

97. Which of the following theoretical perspectives would argue that a booming economy benefits other social institutions, including the family, religion, and education?
- a. Functionalism
 - b. Conflict
 - c. Symbolic interactionism
 - d. Postmodernism

ANSWER: a

REFERENCES: page 17

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: application

OTHER: Modified

98. According to the _____ perspective, groups in society are engaged in a continuous power struggle for control of scarce resources.
- a. functionalist
 - b. interactionist
 - c. conflict
 - d. developmental

ANSWER: c

REFERENCES: page 18

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

99. David is employed by one of the state senators. The senator has asked David to determine the age groups in the constituency that are most likely to vote in the upcoming election. David is most likely to contact a(n) _____ to acquire this information.

- a. political scientist b. economist
- c. sociologist d. anthropologist

ANSWER: a

REFERENCES: page 6

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: application

OTHER: Pickup

100. According to Max Weber, _____ is the ability of a person within a social relationship to carry out his or her own will *despite resistance from others*.

- a. authority b. power
- c. conformity d. defiance

ANSWER: b

REFERENCES: page 15

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: concept

OTHER: Modified

101. C. Wright Mills used the term "_____" in referring to a small clique composed of the top corporate, political, and military officials.

- a. top of the heap b. military-industrial complex
- c. oligarchy d. power elite

ANSWER: d

REFERENCES: page 19

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

102. According to feminists, we live in a(n) _____, a system in which men dominate women and in which things that are considered to be "male" or "masculine" are more highly valued than those considered to be "female" or "feminine."
- a. patriarchy b. autarchy
c. matriarchy d. monarchy

ANSWER: a

REFERENCES: page 19

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

103. The _____ approach directs attention to women's experiences and the importance of gender as an element of social structure.
- a. feminist b. conflict
c. postmodern d. symbolic interactionist

ANSWER: a

REFERENCES: page 19

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: fact

OTHER: Pickup

104. Social scientist Thorstein Veblen described early wealthy U.S. industrialists as engaging in _____ consumption—the continuous public display of one's wealth and status through purchases such as expensive houses, clothing, motor vehicles, and other consumer goods.
- a. massive b. representative
c. random d. conspicuous

ANSWER: d

REFERENCES: page 20

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

105. A(n) _____ analysis examines whole societies, large-scale social structures, and social systems instead of looking at important social dynamics in individuals' lives.
- a. macrolevel
 - b. microlevel
 - c. interactionist
 - d. developmental

ANSWER: a

REFERENCES: page 20

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

106. Debbie is interested in how changes in society are related to homelessness. She is examining how the movement of factory jobs from the United States to overseas locations has contributed to the increase in the number of homeless. Debbie is conducting a:
- a. microlevel analysis.
 - b. mesolevel analysis.
 - c. macrolevel analysis.
 - d. transactional-level analysis.

ANSWER: c

REFERENCES: page 20

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

KEYWORDS: application

OTHER: Pickup

107. A _____ analysis focuses on small groups rather than large-scale social structures.
- a. macrolevel
 - b. microlevel
 - c. functionalist
 - d. developmental

ANSWER: b

REFERENCES: page 20

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

108. Jackson is focusing on how homeless people organize their living space in homeless shelters. His analysis is being conducted at the:
- a. microlevel.
 - b. subordinate level.
 - c. macrolevel.
 - d. mesolevel.

ANSWER: a

REFERENCES: page 20

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

KEYWORDS: application

OTHER: Modified

109. According to the _____ perspective, society is the sum of the interactions of individuals and groups.
- a. functionalist
 - b. developmentalist
 - c. symbolic interactionist
 - d. psychological

ANSWER: c

REFERENCES: page 20

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

110. In relation to the study of education, the _____ perspective would emphasize the daily activities within the schools, the various forms of communication between teachers and pupils, examine the influence of peer groups, and look at the reaction when school rules are broken or followed.

- a. symbolic interactionist
- b. postmodern
- c. conflict
- d. functionalist

ANSWER: a

REFERENCES: page 20

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

KEYWORDS: application

OTHER: Pickup

111. Social scientist _____ articulated the idea of the "looking-glass self."

- a. George Herbert Mead
- b. Charles H. Cooley
- c. Talcott Parsons
- d. George Homans

ANSWER: b

REFERENCES: page 21

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

KEYWORDS: fact

112. A _____ is anything that meaningfully represents something else. Examples include signs, gestures, written language, and shared values.

- a. symbol
- b. sociological construct
- c. norm
- d. status

ANSWER: a

REFERENCES: page 21

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

KEYWORDS: fact

OTHER: Pickup

113. Becky proposes that, in a hospital setting, individuals will act differently toward each other if one person in the setting has a stethoscope on his/her neck. This is because the stethoscope is a:
- a. signal that defines the relationships between individuals.
 - b. symbol used to define a relationship between individuals.
 - c. sign of power equality among the individuals.
 - d. sign that this is a public interaction among individuals.

ANSWER: b

REFERENCES: page 21

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

KEYWORDS: application

OTHER: Pickup

114. According to the _____ perspective, in social encounters, each person's interpretation or definition of a given situation becomes a subjective reality from that person's viewpoint.
- a. functionalist
 - b. symbolic interactionist
 - c. conflict
 - d. feminist

ANSWER: b

REFERENCES: page 21

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

115. Sociologists applying a _____ framework to the study of consumerism would primarily focus on a microlevel analysis of people's face-to-face interactions.
- a. conflict
 - b. functionalist
 - c. symbolic interactionist
 - d. postmodern

ANSWER: c

REFERENCES: page 21

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

KEYWORDS: application

OTHER: Pickup

116. According to _____ perspectives, existing theories have been unsuccessful in explaining social life in contemporary societies that are characterized by postindustrialization, consumerism, and global communications.
- a. functionalist
 - b. conflict
 - c. symbolic interactionist
 - d. postmodern

ANSWER: d

REFERENCES: page 22

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

KEYWORDS: concept

OTHER: Pickup

117. Sociologists applying a _____ framework to the study of consumerism would primarily focus on how the capitalist economy has shifted from industrial-based to information-based.

- a. pre-modern
- b. modern
- c. transmodern
- d. postmodern

ANSWER: d

REFERENCES: page 22

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

KEYWORDS: application

OTHER: Modified

118. _____ primarily concentrates on human existence over geographic space and evolutionary time, meaning that it focuses more on traditional societies and the development of diverse cultures.

- a. Sociology
- b. Anthropology
- c. Archeology
- d. Psychology

ANSWER: b

REFERENCES: page 4

LEARNING OBJECTIVES: SIOT.KEND.17.1.1 - Define sociology and explain how it can contribute to our understanding of social life.

KEYWORDS: concept

OTHER: Pickup

119. Which sociologist won a Nobel Prize for her/his work with the underprivileged?

- a. Karl Marx
- b. Jane Addams
- c. Talcott Parsons
- d. C. Wright Mills

ANSWER: a

REFERENCES: page 13

LEARNING OBJECTIVES: SIOT.KEND.17.1.7 - Discuss how industrialization and urbanization influenced the theories of Max Weber and Georg Simmel.

KEYWORDS: application

OTHER: Pickup

120. _____ primarily focuses on internal factors relating to the individual in explanations of human behavior and mental processes—what occurs in the mind.

- a. Political science
- b. Anthropology
- c. Sociology
- d. Psychology

ANSWER: d

REFERENCES: page 6

LEARNING OBJECTIVES: SIOT.KEND.17.1.1 - Define sociology and explain how it can contribute to our understanding of social life.

KEYWORDS: concept

OTHER: Pickup

121. Stephanie is the personnel director for a large corporation. She has decided to give prospective employees a test that will measure the individual's problem-solving abilities. To acquire this test, Stephanie is likely to call a(n):

- a. psychologist
- b. anthropologist
- c. economist
- d. political scientist

ANSWER: a

REFERENCES: page 6

LEARNING OBJECTIVES: SIOT.KEND.13.1.18 - 1.18

KEYWORDS: application

OTHER: Pickup

122. _____ and sociology have mutual interests such as consumerism and debt.

- a. Anthropology
- b. Psychology
- c. Political science
- d. Economics

ANSWER: d

REFERENCES: page 6

LEARNING OBJECTIVES: SIOT.KEND.17.1.1 - Define sociology and explain how it can contribute to our understanding of social life.

KEYWORDS: concept

OTHER: Pickup

123. _____ is the academic discipline that studies political institutions such as the state, government, and political parties. These scientists study power relations and seek to determine how power is distributed in various political systems.

- a. Psychology
- b. Economics
- c. Political science
- d. Anthropology

ANSWER: c

REFERENCES: page 6

LEARNING OBJECTIVES: SIOT.KEND.17.1.1 - Define sociology and explain how it can contribute to our understanding of social life.

KEYWORDS: concept

OTHER: Pickup

124. One of the earliest sociologists to pay close attention to status of women was:

- a. Harriet Martineau.
- b. Emile Durkheim.
- c. Jane Addams.
- d. W.E.B. DuBois.

ANSWER: a

REFERENCES: page 12

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

KEYWORDS: factual

OTHER: Modified

Multiple Response

125. In France, the Enlightenment was dominated by a group of thinkers referred to collectively as the *philosophes*. For the most part, these men were optimistic about the future, believing that human society could be improved through:

- a. aristocracy.
- b. religion.
- c. scientific discoveries.
- d. political leadership.

ANSWER: c

REFERENCES: page 10

LEARNING OBJECTIVES: SIOT.KEND.17.1.4 - Describe the historical context in which sociological thinking developed.

KEYWORDS: concept

OTHER: Pickup

Subjective Short Answer

126. Distinguish between commonsense knowledge and myths and sociological knowledge.

ANSWER:

Many of us rely on intuition or common sense gained from personal experience to help us understand our daily lives and other people's behavior. Commonsense knowledge guides ordinary conduct in everyday life. We often rely on common sense—or "what everybody knows"—to answer key questions about behavior. Why do people behave the way they do? Who makes the rules? Why do some people break rules and other people follow rules? Many commonsense notions are actually myths. A myth is a popular but false notion that may be used, either intentionally or unintentionally, to perpetuate certain beliefs or "theories" even in the light of conclusive evidence to the contrary. By contrast, sociologists strive to use scientific standards, not popular myths or hearsay, in studying society and social interaction. They use systematic research techniques and are accountable to the scientific community for their methods and the presentation of their findings.

REFERENCES:

pages 7

LEARNING OBJECTIVES: SIOT.KEND.17.1.1 - Define sociology and explain how it can contribute to our understanding of social life.

OTHER:

Pickup

127. Define sociology and explain how it helps us to better understand our social world and ourselves.

ANSWER:

Sociology is the systematic study of human society and social interaction. Sociologists study human societies and their social interactions to develop theories of how human behavior is shaped by group life and how, in turn, group life is affected by individuals. Sociology helps us gain a better understanding of ourselves and our social world. It enables us to see how behavior is largely shaped by the groups to which we belong and the society in which we live. Most of us take our social world for granted and view our lives in very personal terms. Because of our culture's emphasis on individualism, we often do not consider the complex connections between our own lives and the larger, recurring patterns of the society and world in which we live. Sociology helps us look beyond our personal experiences and gain insights into society and the larger world order. A society is a large social grouping that shares the same geographical territory and is subject to the same political authority and dominant cultural expectations. Examining the world order helps us understand that each of us is affected by global interdependence—a relationship in which the lives of all people are intertwined closely and any one nation's problems are part of a larger global problem. Individuals can make use of sociology on a more personal level. Sociology enables us to move beyond established ways of thinking, thus allowing us to gain new insights into ourselves and to develop a greater awareness of the connection between our own "world" and that of other people. Sociology provides new ways of approaching problems and making decisions in everyday life. Sociology promotes understanding and tolerance by enabling each of us to look beyond our personal experiences.

REFERENCES: pages 7

LEARNING OBJECTIVES: SIOT.KEND.17.1.1 - Define sociology and explain how it can contribute to our understanding of social life.

OTHER: Pickup

128. Describe what sociologist C. Wright Mills meant by the sociological imagination.

ANSWER:

Mills described sociological reasoning as the sociological imagination—the ability to see the relationship between individual experiences and the larger society. This awareness enables us to understand the link between our personal experiences and the social contexts in which they occur. The sociological imagination helps us distinguish between personal troubles and social (or public) issues.

Personal troubles are private problems that affect individuals and the networks of people with which they associate regularly. As a result, these problems must be solved by individuals within their immediate social setting. For example, one person being unemployed or running up a high credit card debt could be identified as a personal trouble. Whereas social (or public) issues are problems that affect large numbers of people and often require solutions at the societal level. For example, widespread unemployment or massive, nationwide consumer debt could be identified as a social (or public) issue.

REFERENCES: pages 7

LEARNING OBJECTIVES: SIOT.KEND.17.1.2 - Identify what is meant by the sociological imagination.

OTHER: Pickup

129. In the twenty-first century, we are facing difficult economic times. Define and give examples of alienation as defined by Marx and discuss how this concept may be preventing individuals from reacting at a group level.

ANSWER: Alienation refers to an individual's feeling of powerlessness and estrangement from other people and from oneself. Marx specifically linked alienation to social relations that are inherent in capitalism; however, more recent social thinkers have expanded his ideas to include social psychological feelings of powerlessness, meaninglessness, and isolation. These may be present because people experience social injustice and vast economic inequalities in contemporary societies. Because people do not feel strong social ties with other individuals they are not led to bond together for joint action. Rather than coming together for social action, we often express our individual frustrations on social networks.

REFERENCES: page 13-15

LEARNING OBJECTIVES: SIOT.KEND.17.1.6 - Identify reasons why many later social thinkers were concerned with social change.

OTHER: Pickup

130. Define the terms "race," "ethnicity," "class," "sex," and "gender." Explain the relationship between these terms and the sociological imagination.

ANSWER:

The terms "race" and "ethnicity" are often used interchangeably even though there exists a clear distinction between the two. Race is a term used to identify a group of people distinguished by physical characteristics, whereas ethnicity refers to the cultural heritage or identity of a group of people based on such factors as language or country or origin.

Class is a concept that involves the social location of a person or group within the greater society based on wealth, power, prestige, or other valued resources. Sex and gender are terms that are also often used interchangeably. However, once again, there exists a clear distinction between the two concepts. Sex refers to one's biological classification based on anatomic features that distinguish females and males. By contrast, gender refers to the meanings, beliefs, and practices associated with sex differences.

In most societies, women are expected to act feminine while men are expected to act masculine. The sociological imagination refers to the relationship between individual experiences and the larger society. Sociologists argue that despite our individual personalities, we are often viewed by others based on our social identities. As a result, our individual sense of self is impacted by such social constructs as race, ethnicity, class, sex, and gender and we come to see ourselves through the eyes of others based on social labels.

REFERENCES: page 9

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

OTHER: Pickup

131. Describe the development of sociology and the factors that contributed to its emergence as a discipline.

ANSWER: Throughout history, social philosophers and religious authorities have made countless observations about human behavior, but the first systematic analysis of society is found in the philosophies of early Greek philosophers such as Plato and Aristotle. However, early thinkers such as Plato and Aristotle provided thoughts on what they believed society *ought* to be like, rather than describing how society actually *was*. Social thought began to change rapidly in the seventeenth century with scientific revolution. Contributions from such scientific thinkers as Isaac Newton inspired social thinkers to believe that similar advances could be made in the systematic study of human behavior. Industrialization and urbanization pushed social thinkers into examining the social times and the consequences of the social forces.

REFERENCES: page 11

LEARNING OBJECTIVES: SIOT.KEND.17.1.4 - Describe the historical context in which sociological thinking developed.

OTHER: Pickup

132. Describe the Age of the Enlightenment and its impact on sociology.

ANSWER: In this period of European thought, emphasis was placed on the individual's possession of critical reasoning and experience. There was also widespread skepticism regarding the primacy of religion as a source of knowledge and heartfelt opposition to traditional authority.

A basic assumption of the Enlightenment was that scientific laws had been designed with a view to human happiness and that the "invisible hand" of either Providence or the emerging economic system of capitalism would ensure that the individual's pursuit of enlightened self-interest would always be conducive to the welfare of society as a whole. The Enlightenment produced an intellectual revolution in how people thought about social change, progress, and critical thinking. The optimistic views of the philosophes and other social thinkers regarding progress and equal opportunity became part of the impetus for political and economic revolutions.

REFERENCES: pages 9-11

LEARNING OBJECTIVES: SIOT.KEND.17.1.4 - Describe the historical context in which sociological thinking developed.

OTHER: Pickup

133. Define industrialization and urbanization, and explain the role of each in furthering sociological thought.

ANSWER:

Industrialization is the process by which societies are transformed from dependence on agriculture and handmade products to an emphasis on manufacturing and related industries. By the mid-nineteenth century, industrialization was well under way in the United States. Massive economic, technological, and social changes occurred as machine technology and the factory system shifted the economic base from agriculture to manufacturing. A new social class of industrialists emerged in textiles, iron smelting, and related industries. Many people who had labored on the land were forced to leave their tightly knit rural communities and sacrifice well-defined social relationships to seek employment as factory workers in the emerging cities, which became the centers of industrial work. Urbanization accompanied modernization and the rapid process of industrialization. Urbanization is the process by which an increasing proportion of a population lives in cities rather than in rural areas. The development of the factory system led to a rapid increase in both the number of cities and the size of the population. People from very diverse backgrounds worked together in the same factory. At the same time, many people shifted from being producers to being consumers. For example, families living in the cities had to buy food with their new wages because they could no longer grow their own crops to consume or to barter for other resources. Similarly, people had to pay rent for their lodging because they could no longer exchange their services for shelter. These living and working conditions led to the development of new social problems: inadequate housing, crowding, unsanitary conditions, poverty, pollution, and crime.

Wages were so low that entire families—including very young children—were forced to work, often under hazardous conditions and with no job security. As these conditions became more visible, a new breed of social thinkers turned its attention to trying to understand why and how society was changing.

REFERENCES:

page 12

LEARNING OBJECTIVES: SIOT.KEND.17.1.4 - Describe the historical context in which sociological thinking developed.

OTHER:

Pickup

134. Identify Auguste Comte and Herbert Spencer, and summarize their unique contributions to early sociology.

ANSWER:

French philosopher Auguste Comte coined the term sociology to describe a new science that would engage in the study of society. Comte's theory stated that societies contain social statics (forces for social order and stability) and social dynamics (forces for conflict and change). Comte's philosophy became known as positivism—a belief that the world can best be understood through scientific inquiry. He believed that objective, bias-free knowledge was attainable only through the use of science rather than religion. However, scientific knowledge was "relative knowledge," not absolute and final. Comte's positivism had two dimensions: (1) methodological—the application of scientific knowledge to both physical and social phenomena, and (2) social and political—the use of such knowledge to predict the likely results of different policies so that the best one could be chosen. British social theorist Herbert Spencer's major contribution to sociology was an evolutionary perspective on social order and social change. According to Spencer's Theory of General Evolution, society has various interdependent parts (such as the family, the economy, and the government) that work to ensure the stability and survival of the entire society. Spencer believed that societies developed through a process of "struggle" (for existence) and "fitness" (for survival), which he referred to as the "survival of the fittest." Spencer's view of society is known as social Darwinism—the belief that those species of animals, including human beings, best adapted to their environment survive and prosper, whereas those poorly adapted die out. Spencer equated this process of natural selection with progress, because only the "fittest" members of society would survive the competition, and the "unfit" would be filtered out of society.

REFERENCES:

pages 11-13

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

OTHER:

Pickup

135. Discuss what Emile Durkheim meant by the concepts of social facts and anomie.

ANSWER: French sociologist Emile Durkheim stressed that people are the products of their social environment and that behavior cannot be fully understood in terms of individual biological and psychological traits. Durkheim set forth the idea that societies are built on social facts. Social facts are patterned ways of acting, thinking, and feeling that exist outside any one individual but that exert social control over each person. He believed that social facts must be explained by other social facts—by reference to the social structure rather than to individual attributes. Durkheim’s recurring question was: How do societies manage to hold together? He concluded that preindustrial societies were held together by strong traditions and by members’ shared moral beliefs and values. As societies industrialized, more specialized economic activity became the basis of the social bond because people became interdependent on one another. Durkheim observed that rapid social change and a more specialized division of labor produce strains in society.

These strains lead to a breakdown in traditional organization, values, and authority and to a dramatic increase in anomie—a condition in which social control becomes ineffective as a result of the loss of shared values and of a sense of purpose in society.

REFERENCES: page 15

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

OTHER: Pickup

136. Describe the main points of Karl Marx’s theory of class conflict.

ANSWER: German economist and philosopher Karl Marx stressed that history is a continuous clash between conflicting ideas and forces. He believed that conflict—especially class conflict—is necessary in order to produce social change and a better society. Class conflict is the struggle between the capitalist class and the working class. The capitalist class, or bourgeoisie, comprises those who own and control the means of production—the tools, land, factories, and money for investment that form the economic basis of a society. The working class, or proletariat, is composed of those who must sell their labor because they have no other means to earn a livelihood. The capitalist class controls and exploits the masses of struggling workers by paying less than the value of their labor. This exploitation results in worker’s alienation—a feeling of powerlessness and estrangement from other people and from themselves. Marx predicted that the working class would become aware of its exploitation, overthrow the capitalists, and establish a free and classless society.

REFERENCES: page 16-17

LEARNING OBJECTIVES: SIOT.KEND.17.1.6 - Identify reasons why many later social thinkers were concerned with social change.

OTHER: Pickup

137. Summarize Max Weber's concepts of verstehen and rationalization.

ANSWER:

German social scientist Max Weber acknowledged that economic interests are important in shaping human action. He thought that economic systems are heavily influenced by other factors in a society. Weber evaluated the role of the Protestant Reformation in producing a social climate in which capitalism could exist and flourish. He emphasized that sociology should be value free—research should be conducted in a scientific manner and should exclude the researcher's personal values and economic interests. Although he recognized that sociologists cannot be totally value free, Weber stressed that they could employ verstehen (German for "understanding" or "insight") to gain the ability to see the world as others see it. One of Weber's most useful concepts was rationalization—the process by which the modern world has come to be increasingly dominated by structures devoted to efficiency, calculability, predictability, and technological control.

REFERENCES: page 18-19

LEARNING OBJECTIVES: SIOT.KEND.17.1.7 - Discuss how industrialization and urbanization influenced the theories of Max Weber and Georg Simmel.

OTHER: Pickup

138. Describe the origins of sociology in the United States, and identify two significant early American sociologists along with their most significant contributions.

ANSWER:

The first department of sociology in the United States was established at the University of Chicago, where the faculty was instrumental in starting the American Sociological Society (now known as the American Sociological Association). Robert Park asserted that urbanization had a disintegrating influence on social life by producing an increase in the crime rate and creating racial and class antagonisms that contributed to the segregation and isolation of neighborhoods. George Herbert Mead founded the symbolic interaction perspective. His emphasis was on the importance of studying the group ("the social") rather than starting with separate individuals. He also called attention to the importance of shared communication among people based on language and gestures. Additionally, Mead gave us important insights on how we develop our self-concept through interaction with those persons who are the most significant influences in our lives. Jane Addams founded the Hull House in an impoverished area of Chicago.

Addams was one of the best-known early women sociologists in the United States. Throughout her career, she was actively engaged in sociological endeavors: she lectured at numerous colleges, was a charter member of the American Sociological Society, and published a number of articles and books. She was awarded a Nobel Prize for her assistance to the underprivileged.

W.E.B. Du Bois founded the second department of sociology in the United States at Atlanta University. He created a laboratory of sociology, instituted a program of systematic research, founded and conducted regular sociological conferences on research, founded two journals, and established a record of valuable publications.

REFERENCES: pages 21

LEARNING OBJECTIVES: SIOT.KEND.17.1.7 - Discuss how industrialization and urbanization influenced the theories of Max Weber and Georg Simmel.

OTHER: Pickup

139. State the major assumptions of functionalism, conflict theory, symbolic interactionism, and postmodernism.

ANSWER:

Functionalist perspectives are based on the assumption that society is a stable, orderly system. This stable system is characterized by societal consensus, whereby the majority of members share a common set of values, beliefs, and behavioral expectations. A society is composed of interrelated parts, each of which serves a function and (ideally) contributes to the overall stability of the society. Societies develop social structures, or institutions that persist because they play a part in helping society survive. These institutions include the family, education, government, religion, and the economy. According to the conflict perspectives, groups in society are engaged in a continuous power struggle for control of scarce resources. Conflict may take the form of politics, litigation, negotiations, or family discussions about financial matters.

Today, advocates of the conflict perspective view social life as a continuous power struggle among competing social groups. The conflict perspective encompasses several branches: (1) the neo-Marxist approach, which views struggle between the classes as inevitable and as a prime source of social change; (2) the branch that focuses on racial-ethnic inequalities and the continued exploitation of members of some racial-ethnic groups; and (3) the feminist approach, which focuses on gender issues. According to symbolic interactionist perspectives, society is the sum of the interactions of individuals and groups. Theorists using this perspective focus on the process of interaction—defined as immediate reciprocally oriented communication between two or more people—and the part that symbols play in giving meaning to human communication. A symbol is anything that meaningfully represents something else. Symbolic interaction occurs when people communicate through the use of symbols. Symbolic communication occurs in a variety of forms, including facial gestures, posture, tone of voice, and other symbolic gestures (such as a handshake or a clenched fist). Symbols are instrumental in helping people drive meanings from social situations. In social encounters, each person's interpretation or definition of a given situation becomes a subjective reality from that person's viewpoints. Symbolic interactionists attempt to study how people make sense of their life situations and the way they go about their activities, in conjunction with others, on a day-to-day basis. According to the postmodern perspectives, existing theories have been unsuccessful in explaining social life in contemporary societies that are characterized by postindustrialization, consumerism, and global communications. Postmodern societies are characterized by an information explosion and an economy in which large numbers of people either provide or apply information, or they are employed in professional occupations or service jobs.

REFERENCES:

pages 22-25

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

OTHER:

Pickup

140. Distinguish between microlevel and macrolevel analyses and state which level of analysis is utilized by each of the major theoretical perspectives.

ANSWER: A macrolevel analysis examines whole societies, large-scale social structures, and social systems instead of looking at important social dynamics in individuals' lives. The functionalist and conflict perspectives focus primarily on macrolevel analysis. By contrast, a microlevel analysis focuses on small groups rather than on large-scale social structures. The symbolic interactionist perspective focuses on microlevel analysis by examining people's day-to-day interactions and their behavior in groups.

REFERENCES: page 26

LEARNING OBJECTIVES: SIOT.KEND.17.1.9 - Identify key differences in contemporary symbolic interactionism and postmodernist perspectives on social life.

OTHER: Pickup

Essay

141. Use the sociological perspective to explain the effect of Walmart and other "big-box" stores on local communities. What role have credit cards played in the expansion of "big-box" stores?

ANSWER:

The following are suggested areas for students to address in their essays: Describe a brief history of Walmart.
Explain, in general, how Walmart grew from a small-scale, regional operation to a global empire.
Discuss the role of credit cards in the development of "big-box" stores. Be sure to include an analysis of how credit cards are aimed at young people and those with limited incomes.
Students might include personal experiences shopping at "big-box" stores and their use of credit cards.

REFERENCES: page 10

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

OTHER: Modified

142. With the increasing diversity of the population, what personal troubles and public issues do you think are most important for the U.S. society to think about?

ANSWER:

The following are suggested areas for students to address in their essays:
Define the terms, sociological imagination, personal troubles, and public issues.
Identify several possible personal troubles (individual experiences).
Discuss how an individual could effectively cope/alleviate personal troubles.
Identify several possible public issues (societal experiences).
Discuss how society could effectively cope/alleviate public issues.
Encourage students to include any personal experiences (personal troubles/public issues) in their responses.

REFERENCES: pages 8-9

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

OTHER: Pickup

143. For each of us developing a better understanding of diversity and tolerance for people who are different from us is important for our personal, social, and economic wellbeing. Discuss how the following elements can influence our sociological imagination: race, ethnicity, social class, sex, and gender.

ANSWER:

The following are suggested areas for students to address in their essays:
Differentiate between race and ethnicity.
Describe how race and/or ethnicity can shape an individual's sociological imagination.
Describe how one's social class can shape sociological imagination.
Differentiate between sex and gender.
Describe how sex and/or gender can shape an individual's sociological imagination.
Discuss how people can learn to be more tolerant of individuals and/or groups that are different from themselves.
Encourage students to include any personal experiences regarding their race, ethnicity, social class, sex, and/or gender in their responses.

REFERENCES: page 11

LEARNING OBJECTIVES: SIOT.KEND.17.1.3 - Describe how we can develop a global sociological imagination.

OTHER: Pickup

144. Trace the historical development of sociology from its beginnings in the 19th century to its growth as an academic discipline in the United States.

ANSWER:

The following are suggested areas for students to address in their essays:
Discuss, generally, the influence of ancient Greek philosophers on sociology.
Elaborate on the impact of Industrialization and urbanization on sociology.
Differentiate between industrialization and urbanization.

REFERENCES: pages 13-22

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

OTHER: Pickup

145. In regards to the early thinkers, discuss the major contributions of the following individuals to the field of sociology: Auguste Comte, Harriet Martineau, Herbert Spencer, and Emile Durkheim.

ANSWER:

The following are suggested areas for students to address in their essays:
Auguste Comte: Differentiate between social statics and social dynamics, describe positivism, and explain the law of three stages.
Harriet Martineau: Identify her contributions to the development of sociology.
Herbert Spencer: Describe social Darwinism.
Emile Durkheim: Define social facts and explain anomie.

REFERENCES: pages 13-15

LEARNING OBJECTIVES: SIOT.KEND.17.1.5 - Discuss why early social thinkers were concerned with social order and stability.

OTHER: Modified

146. Contrast Karl Marx's perspective on social change with that of Max Weber's.

ANSWER:

The following are suggested areas for students to address in their essays:
Karl Marx's belief that social change is based almost exclusively to economic variables, Marx's analysis of class conflict and how it leads to social change, Marx's attitude regarding capitalism, Weber's expansion of Marx's ideas beyond merely economic concerns, Weber's concept of rationalization and its effect on social change

REFERENCES: pages 16

LEARNING OBJECTIVES: SIOT.KEND.17.1.6 - Identify reasons why many later social thinkers were concerned with social change.

OTHER: Pickup

147. In relation to the beginnings of sociology in the United States, discuss the major contributions of the following individuals to the field of sociology: Robert Park, George Herbert Mead, Jane Addams, and W.E.B. Du Bois.

ANSWER:

The following are suggested areas for students to address in their essays: Robert Park: discuss theory of urbanization
George Herbert Mead: Explain his emphasis on groups
Jane Addams: Established Hull House
W.E.B. Du Bois: Describe work on race relations and double-consciousness

REFERENCES: pages 21-22

LEARNING OBJECTIVES: SIOT.KEND.17.1.7 - Discuss how industrialization and urbanization influenced the theories of Max Weber and Georg Simmel.

OTHER: Modified

148. A major difference between the theoretical perspectives is the level of analysis. Identify the focus of the three major perspectives (functionalist, conflict, and symbolic interactionist) and explain how theorists from each perspective would explain the U.S. divorce rates.

ANSWER:

The following are suggested areas for students to address in their essays: Define the functionalist perspective.

Apply the concepts of manifest function, latent function, and dysfunctions.

Define the conflict perspective and identify what might be the scarce resources involved in the conflict.

Examine divorce from a feminist perspective.

Define the symbolic interactionist perspective and describe symbols represented in divorce.

Have students identify and explain which perspective they believe analyzes divorce the best.

Explain what individuals can do to reduce the divorce rate in this country.

Explain what society can do to reduce the divorce rate in this country.

Encourage students to include any personal experiences with divorce in their responses.

REFERENCES: pages 21-25

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

OTHER: Pickup

149. A major difference between the theoretical perspectives is the level of analysis. Identify the focus of one of the three major perspectives (functionalist, conflict, or symbolic interactionist) and explain how theorists from each perspective would explain racism, sexism, or ageism in the United States.

ANSWER:

The following are suggested areas for students to address in their essays:

Define the selected topic—racism, sexism, or ageism

Define the functionalist perspective, conflict perspective, or symbolic interactionist perspective.

For the functionalist perspective: Apply the concepts of manifest function, latent function, and dysfunctions.

For the conflict perspective: Identify what might be the scarce resources involved in the conflict.

For the S.I. perspective: Describe symbols represented in the selected topic (racism, sexism, or ageism).

Explain what individuals can do to reduce the selected topic (racism, sexism, or ageism) in this country, based on the perspective they chose.

Explain what society can do to reduce the selected topic (racism, sexism, or ageism) in this country, based on the perspective they chose.

Encourage students to include any personal experiences with the selected topic (racism, sexism, or ageism).

REFERENCES: pages 21-25

LEARNING OBJECTIVES: SIOT.KEND.17.1.8 - Compare and contrast contemporary functionalist and conflict perspectives on social life.

OTHER: Pickup

150. Compare and contrast the five subfields of the social sciences: sociology, anthropology, psychology, economics, and political science. Identify the focus of each and in what aspects they are similar.

ANSWER:

The following are suggested areas for students to address in their essays:

Define anthropology.

Identify and describe an area of sociology in which an anthropologist might be interested.

Define psychology.

Identify and describe an area of sociology in which a psychologist might be interested.

Define economics.

Identify and describe an area of sociology in which an economist might be interested.

Define political science.

Identify and describe an area of sociology in which a political scientist might be interested.

REFERENCES:

page 4

LEARNING OBJECTIVES: SIOT.KEND.17.1.1 - Define sociology and explain how it can contribute to our understanding of social life.

OTHER:

Pickup