

Chapter 2

Test Bank for *Wealth and Poverty: U.S. and Global Economic Inequities*

Multiple Choice Questions

1. Which of the following is based on individual ownership and resource control founded in the type of work people do?

- a. caste system
- b. class system
- c. democracy
- d. socialism

Answer: b

Learning Objective 2.1: Define global stratification and distinguish among high-, middle-, and low-income nations.

Topic: Wealth and Poverty in Global Perspective

Difficulty: Easy

Skill Level: Remember the Facts

2. Which of the following statements most accurately describes class inequality in the United States?

- a. Despite the American Dream, the U.S. remains highly stratified.
- b. The wealth and income gap between the richest and poorest U.S. households has continued to narrow over recent decades.
- c. Middle-class African Americans are beginning to accumulate as much wealth as white Americans due to high-paying jobs.
- d. Marx's and Weber's theories on stratification issues are mostly identical.

Answer: a

Learning Objective: 2.2 Describe the divisions in the U.S class structure and explain how wealth inequality differs from income inequality.

Topic: Analyzing US Class Inequality

Difficulty: Difficult

Skill Level: Remember the Facts

3. In reference to divisions in the U.S. class structure, physicians, attorneys, and stockbrokers are located in which class?

- a. capitalist
- b. upper-middle
- c. proletariat
- d. middle

Answer: b

Learning Objective: 2.2 Describe the divisions in the U.S class structure and explain how wealth inequality differs from income inequality.

Topic: Analyzing US Class Inequality

Difficulty: Easy

Skill Level: Remember the Facts

4. According to the text, the working class is composed of
- white-collar office workers.
 - people in occupations such as semiskilled machine operators in industrial settings.
 - the chronically poor.
 - most service workers and the lowest-paid operatives and sales and clerical workers.

Answer: b

Learning Objective: 2.2 Describe the divisions in the U.S class structure and explain how wealth inequality differs from income inequality.

Topic: Analyzing US Class Inequality

Difficulty: Easy

Skill Level: Remember the Facts

5. Which of the following statements regarding the chronically poor is correct?
- The chronically poor make up about 40 percent of the U.S. population.
 - Children are not considered to be among the chronically poor.
 - Those unable to work because of age or disability often are chronically poor.
 - Single mothers are underrepresented among the chronically poor.

Answer: c

Learning Objective: 2.2 Describe the divisions in the U.S class structure and explain how wealth inequality differs from income inequality.

Topic: Analyzing US Class Inequality

Difficulty: Moderate

Skill Level: Remember the Facts

6. The poverty line is based on the assumption that
- one-fourth of a person's income is spent on food.
 - one-third of a person's income is spent on food.
 - one-half of a person's income is spent on food.
 - three-fourths of a person's income is spent on food.

Answer: b

Learning Objective 2.1: Define global stratification and distinguish among high-, middle-, and low-income nations.

Topic: Wealth and Poverty in Global Perspective

Difficulty: Difficult

Skill Level: Remember the Facts

7. The vast majority of poor people in the United States are
- women and children.
 - men.
 - elderly.

- d. disabled and infirm.

Answer: a

Learning Objective 2.1: Define global stratification and distinguish among high-, middle-, and low-income nations.

Topic: Wealth and Poverty in Global Perspective

Difficulty: Easy

Skill Level: Remember the Facts

8. Which of the following statements best describes *food insecurity*?
- a. One-half of U. S. households are considered to be food insecure at some point during the year.
 - b. Prolonged food insecurity poses no risk to health and well-being.
 - c. Food insecurity has increased in recent years because of increases in poverty and unemployment rates.
 - d. Food insecurity has decreased in recent years because of decreases in poverty and unemployment rates.

Answer: c

Learning Objective: 2.4 Examine how poverty affects health and nutrition, housing, education, and other social resources in a nation.

Topic: Consequences of Poverty

Difficulty: Moderate

Skill Level: Remember the Facts

9. Most researchers argue that the most frequent cause of homelessness is
- a. gender and discrimination.
 - b. race and discrimination.
 - c. poverty and job loss.
 - d. the welfare state.

Answer: c

Learning Objective: 2.4 Examine how poverty affects health and nutrition, housing, education, and other social resources in a nation.

Topic: Consequences of Poverty

Difficulty: Moderate

Skill Level: Remember the Facts

10. The practice used by people who view a social problem as emanating from within the individual exhibiting the problem is known as
- a. blaming the victim.
 - b. blaming “the man.”
 - c. blaming the system.
 - d. blaming the culture.

Answer: a

Learning Objective: 2.7 Identify possible solutions to the poverty problem using functionalist/conservative, conflict/liberal, and symbolic interactionist approaches

Topic: Is There a Solution to Poverty?

Difficulty: Easy

Skill Level: Remember the Facts

11. Oscar Lewis's idea that some poor people develop a separate and self-perpetuating system of attitudes and behaviors that keeps them trapped in poverty is known as

- a. the system of checks and balances.
- b. the cultural explanation of negative framing.
- c. the cultural explanation of capital.
- d. the culture of poverty thesis.

Answer: d.

Learning Objective: 2.6 Discuss three explanations for poverty and analyze the strengths and limitations of each.

Topic: Explanations for Poverty

Difficulty: Easy

Skill Level: Remember the Facts

12. Which of the following initiatives created farm subsidies, minimum wage standards, and the Social Security system?

- a. Franklin D. Roosevelt's New Deal in the 1930s
- b. Lyndon B. Johnson's War on Poverty programs in the 1960s
- c. Bill Clinton's Personal Responsibility and Work Opportunity and Reconciliation Act in the 1990s
- d. Barack Obama's Tax Relief Unemployment Insurance Reauthorization and Job Creation Act in the 2010s

Answer: a

Learning Objective: 2.5 Describe the origins of social welfare in the United States and give examples of programs in the "welfare state."

Topic: Social Welfare in the United States

Difficulty: Moderate

Skill Level: Remember the Facts

13. Regarding social problems in the media, sympathetic framing is most likely used when

- a. individuals in the story are children, elderly individuals, or persons with an illness or disability.
- b. individuals in the story are women or members of an ethnic minority.
- c. individuals in the story are men or members of an ethnic majority.
- d. individuals in the story are veterans.

Answer: a

Learning Objective: 2.2 Describe the divisions in the U.S class structure and explain how wealth inequality differs from income inequality.

Topic: Analyzing US Class Inequality
Difficulty: Moderate
Skill Level: Remember the Facts

14. Which three major programs were expanded by the American Recovery and Reinvestment Act of 2009?
- Medicaid, Temporary Assistance for Needy Families (TANF), and the Work Opportunity Tax Credit (WOTC)
 - the Food and Agricultural Organization (FAO), the World Trade Center (WTC), and Assistance for Women, Infants, and Children (WIC)
 - the U.S. Census Bureau, the Federal Trade Commission (FTC), and the dole
 - SNAP (food stamps), unemployment insurance benefits, and Social Security

Answer: d

Learning Objective: 2.4: Examine how poverty affects health and nutrition, housing, education, and other social resources in a nation.

Topic: Consequences of Poverty
Difficulty: Difficult
Skill Level: Remember the Facts

15. Which one of the following is most likely to fall into poverty?
- dual-income families
 - single female-headed families
 - single male-headed families
 - elderly families

Answer: b

Learning Objective: Discuss how the poverty line is determined and describe how some people are at greater risk of poverty than others

Topic: Poverty in the United States
Difficulty: Easy
Skill Level: Remember the Facts

16. Which of the following perspectives asserts that poverty-related problems can be reduced by strengthening our major social institutions?
- conflict perspective
 - symbolic interactionist perspective
 - functionalist perspective
 - feminist perspective

Answer: c

Learning Objective: 2.7 Identify possible solutions to the poverty problem using functionalist/conservative, conflict/liberal, and symbolic interactionist approaches.

Topic: Is there a solution to poverty?
Difficulty: Moderate
Skill Level: Remember the Facts

17. Conflict theorists would suggest that
- people in poverty are poorly motivated.
 - the problem of poverty can only be solved by reducing inequality.
 - to reduce poverty, we should find more constructive ways to think about poor people individually.
 - stigma has a profound effect upon those who are labeled.

Answer: b

Learning Objective: 2.7 Identify possible solutions to the poverty problem using functionalist/conservative, conflict/liberal, and symbolic interactionist approaches.

Topic: Is there a solution to poverty?

Difficulty: Moderate

Skill Level: Remember the Facts

18. Overhauling housing policies and strengthening job-training programs would be considered
- functionalist solutions to poverty.
 - conflict solutions to poverty.
 - symbolic interactionist solutions to poverty.
 - feminist solutions to poverty.

Answer: b

Learning Objective: 2.7 Identify possible solutions to the poverty problem using functionalist/conservative, conflict/liberal, and symbolic interactionist approaches.

Topic: Is there a solution to poverty?

Difficulty: Moderate

Skill Level: Remember the Facts

19. Which approach makes us aware that social change must occur at both the micro- and macrolevel to reduce poverty?
- culture of poverty hypothesis
 - system of constant and current dollars
 - functionalist perspective
 - symbolic interactionist perspective

Answer: d

Learning Objective: 2.7 Identify possible solutions to the poverty problem using functionalist/conservative, conflict/liberal, and symbolic interactionist approaches.

Topic: Is there a solution to poverty?

Difficulty: Moderate

Skill Level: Remember the Facts

20. The “American Dream” can best be summarized as
- the belief in the phrase “Live and let live.”
 - the belief that anyone can become famous.
 - the belief that anyone can become successful.

- d. the belief that anyone can become rich.

Answer: c

Learning Objective: 2.7 Identify possible solutions to the poverty problem using functionalist/conservative, conflict/liberal, and symbolic interactionist approaches.

Topic: Is there a solution to poverty?

Difficulty: Easy

Skill Level: Understand

21. Why do sociologists analyze secondary data when they conduct research on wealth and poverty around the world?

- a. because these data focus on poverty indicators
- b. because these data focus on low-income nations only
- c. because these data are based upon the culture of poverty hypothesis
- d. because these data focus on quality-of-life indicators for high-, middle-, and low-income nations

Answer: d

Learning Objective: 2.1 Define global stratification and distinguish among high-, middle-, and low-income nations.

Topic: Wealth and Poverty in Global Perspective

Difficulty: Difficult

Skill Level: Understand the Concepts

22. What is the reason for food loss in poorer countries?

- a. Expiration dates cause many consumers to throw away edible food.
- b. Consumers are not aware of good and beneficial ways to use safe food that is presently being thrown away.
- c. Many problems occur because poor nations are technologically hindered.
- d. Advances in harvesting, storage, and packaging of food has caused most food loss problems.

Answer: c

Learning Objective: 2.1 Define global stratification and distinguish among high-, middle-, and low-income nations

Topic: Wealth and Poverty in a Global State

Difficulty: Difficult

Skill Level: Understand the Concepts

23. How was the U.S.'s social stratification evaluated by Karl Marx?

- a. Marx divided capitalist societies into two categories: the bourgeoisie and the proletariat.
- b. Marx believed that economic factors alone were not the sole determinants in class and social equality.
- c. Marx believed that wealth, power, and prestige play roles in people's class positions.

d. Marx identified four classes in the U.S. economical system.

Answer: a.

Learning Objective: Describe the divisions in the U.S class structure and explain how wealth inequality differs from income inequality.

Topic: Analyzing US Class Inequality

Difficulty: Moderate

Skill Level: Understand the Concepts

24. Which one of the following groups is best described by the term *racial feminization of poverty*?

- a. men of color
- b. white female-headed households
- c. white females
- d. women of color

Answer: d

Learning Objective: Discuss how the poverty line is determined and describe how some people are at greater risk of poverty than others.

Topic: Poverty in the United States

Difficulty: Easy

Skill Level: Understand the Concepts

25. Employers who enjoy tax credits for hiring welfare recipients are benefiting from

- a. the New Deal.
- b. the War on Poverty program.
- c. the Small Business Job Protection Act.
- d. the Job Creation Act.

Answer: c

Learning Objective: 2.5 Describe the origins of social welfare in the United States and give examples of programs in the “welfare state.”

Topic: Social Welfare in the United States

Difficulty: Moderate

Skill Level: Understand the Concepts

26. Julie is a high school dropout and a single mother with three children who works as a waitress earning minimum wage. Julie spends 30% of her income on food and 70% on rent for her and her children. She doesn't earn enough to pay for utilities and many other needed items. Julie and her children are in

- a. absolute poverty due to the feminization of poverty.
- b. relative poverty due to the feminization of poverty.
- c. absolute poverty because of the welfare state.
- d. relative poverty because of the welfare state.

Answer: b

Learning Objective: 2.1 Define global stratification and distinguish among high-, middle-, and low-income nations.

Topic: Wealth and Poverty in Global Perspective

Difficulty: Difficult

Skill Level: Apply What You Know

27. James is a high school graduate and semiskilled laborer who is going back to school to attain his associate's degree. James is trying to improve his

- a. cultural capital.
- b. culture of poverty.
- c. human capital.
- d. investment capital.

Answer: c

Learning Objective: 2.6 Discuss three explanations for poverty and analyze the strengths and limitations of each.

Topic: Explanations for Poverty

Difficulty: Difficult

Skill Level: Apply What You Know

Essay Questions (Answers will vary.)

28. Describe the American Dream and explain why the contemporary U.S. class structure may make it difficult for some people to achieve this dream. Provide five examples to support your explanation.

Ideal Answer Should Include:

- Although everyone wants the American Dream to be available to everyone, the US is highly stratified society.
- Incorporation of the concepts of Power, Prestige, and Wealth related to social stratification which makes it easier for some to achieve the American Dream.

Lesson Objective: 2.2 Describe the divisions in the U.S class structure and explain how wealth inequality differs from income inequality.

Topic: Analyzing U.S. Class Inequality

Difficulty: Difficult

Skill Level: Apply What You Know

29. Contrast high-, middle-, and low-income nations.

Ideal Answer Should Include:

- Differences in income level
- Differences in areas of the world
- Differences causing lower income levels
- Gaps in life expectancy, schooling, gross national income

Lesson Objective: 2.1 Define global stratification and distinguish among high-, middle-, and low-income nations.

Topic: Wealth and Poverty in Global Perspective

Difficulty: Moderate

Skill Level: Analyze It

30. Describe the major weaknesses of welfare programs that have existed in the United States. What individual, cultural, and/or structural solutions have been posed for reducing or eliminating poverty? What have been the effects of recent attempts at welfare reform?

Ideal Answers Should Include:

- The first, second, and third waves of welfare reform in the US
- Analysis of the weaknesses of welfare state
- Progress in the third wave

Lesson Objective: 2.5 Describe the origins of social welfare in the United States and give examples of programs in the “welfare state.”

Topic: Social Welfare in the United States

Difficulty: Difficult

Skill Level: Analyze It

31. Evaluate how the distribution of wealth and poverty differs by race, class, gender, and age in the United States, based on the information presented in the textbook.

Ideal Answer Should Include:

- Explanation of age, gender, household composition in poverty
- Race, ethnicity composition in poverty

Learning Objective: 2.3 Discuss how the poverty line is determined and describe how some people are at greater risk of poverty than others.

Topic: Poverty in the United States

Difficulty: Difficult

Skill Level: Analyze It

32. Propose a way to reduce poverty in the U.S. Assume you have ample economic and political resources. Use Marx's, Weber's, and Wright's ideas to support your efforts.

Answers will vary – personal opinion

Lesson Objective: 2.7 Identify possible solutions to the poverty problem using functionalist/conservative, conflict/liberal, and symbolic interactionist approaches

Topic: Is There a Solution to Poverty?

Difficulty: Difficult

Skill Level: Apply What You Know