

Test Bank

For

Essentials of Sociology

Thirteenth Edition

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Chapter 1: The Sociological Perspective

Multiple-Choice Questions

TB_Q1.1.1

The _____ perspective emphasizes the social contexts in which people live.

- a. societal
- b. sociological
- c. natural sciences
- d. ethnocentric

Answer: b. sociological

Learning Objective: LO 1.1 Explain why both history and biography are essential for the sociological perspective.

Topic/Concept: The Sociological Perspective

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q1.2.2

_____ is the study of society and human behavior.

- a. Positivism
- b. Science
- c. Psychology
- d. Sociology

Answer: d. Sociology

Learning Objective: LO 1.2 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q1.2.3

_____ is credited as being the founder of sociology.

- a. Auguste Comte
- b. W. E. B. Du Bois
- c. Karl Marx
- d. Jane Addams

Answer: a. Auguste Comte

Learning Objective: LO 1.2 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Moderate

Skill Level: Remember the Facts

TB_Q1.2.4

Ben is a sociologist applying the scientific method to the social world. Even though his methods are more modern, as a sociologist he knows that studying the social world in this way originated with _____.

- a. Auguste Rodin
- b. Auguste Comte
- c. Emile Weber

d. Emile Durkheim

Answer: b. Auguste Comte

Learning Objective: LO 1.2 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q1.2.5

The _____ uses objective, systematic observations to test theories.

- a. naturalistic method
- b. commonsense method
- c. scientific method
- d. research-free technique

Answer: c. scientific method

Learning Objective: LO 1.2 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.2.6

Karl Marx believed that _____ was the most relevant factor in history.

- a. democracy
- b. communism
- c. reconciliation
- d. class conflict

Answer: d. class conflict

Learning Objective: LO 1.2 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.2.7

Durkheim's concept of _____ refers to how much people are tied to their social groups.

- a. social integration
- b. revolution
- c. conflict theory
- d. religion

Answer: a. social integration

Learning Objective: LO 1.2 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.2.8

As Durkheim was able to do when he studied suicide, sociologists can _____.

- a. prove prior research has been inaccurate
- b. predict what is likely to happen based on their research
- c. insist on a tenured professorship
- d. question authority

Answer: b. predict what is likely to happen based on their research

Learning Objective: LO 1.2 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.2.9

According to Max Weber, the key factor in society is _____.

- a. economics
- b. politics
- c. religion
- d. tradition

Answer: c. religion

Learning Objective: LO 1.2 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.3.10

When did sociology first take root in the United States?

- a. the middle of the eighteenth century
- b. the late nineteenth century
- c. the middle of the twentieth century
- d. the early twenty-first century

Answer: b. the late nineteenth century

Learning Objective: LO 1.3 Trace the development of sociology in North America, and explain the tension between objective analysis and social reform.

Topic/Concept: Sociology in North America

Difficulty Level: Moderate

Skill Level: Remember the Facts

TB_Q1.3.11

Why do women *not* figure more prominently among early sociologists?

- a. There were no early female sociologists.
- b. Once sociology became a recognized academic discipline, men in academic positions decided that women engaged in social reform were not legitimate sociologists.
- c. In no field has sexism been more evident than in sociology.
- d. The field of sociology seemed neither rigorous enough nor relevant enough to attract women.

Answer: b. Once sociology became a recognized academic discipline, men in academic positions decided that women engaged in social reform were not legitimate sociologists.

Learning Objective: LO 1.3 Trace the development of sociology in North America, and explain the tension between objective analysis and social reform.

Topic/Concept: Sociology in North America

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.3.12

The work of W. E. B. Du Bois, an African American, _____.

- a. was recognized as an important part of the foundations of sociology from the earliest times
- b. has been completely ignored until the present
- c. was rejected by the National Association for the Advancement of Colored People (NAACP)
- d. is recognized as important by contemporary sociologists

Answer: d. is recognized as important by contemporary sociologists

Learning Objective: LO 1.3 Trace the development of sociology in North America, and explain the tension between objective analysis and social reform.

Topic/Concept: Sociology in North America

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.3.13

W. E. B. Du Bois _____.

- a. was primarily a novelist
- b. collected and interpreted the work of others rather than making original contributions
- c. became a revolutionary Marxist and moved to Ghana
- d. had the good fortune to grow up in an era virtually free of racism

Answer: c. became a revolutionary Marxist and moved to Ghana

Learning Objective: LO 1.3 Trace the development of sociology in North America, and explain the tension between objective analysis and social reform.

Topic/Concept: Sociology in North America

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.3.14

Early sociologist and social reformer Jane Addams _____.

- a. fought against the American Civil Liberties Union
- b. won the Nobel Peace Prize
- c. married W. E. B. Du Bois
- d. never joined the American Sociological Society

Answer: b. won the Nobel Peace Prize

Learning Objective: LO 1.3 Trace the development of sociology in North America, and explain the tension between objective analysis and social reform.

Topic/Concept: Sociology in North America

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.3.15

Talcott Parsons was influential in _____.

- a. shifting sociology from reform to theory
- b. warning Americans about the power elite
- c. developing concrete models for social change
- d. shifting sociology from theory to reform

Answer: a. shifting sociology from reform to theory

Learning Objective: LO 1.3 Trace the development of sociology in North America, and explain the tension between objective analysis and social reform.

Topic/Concept: Sociology in North America

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.3.16

Perhaps ahead of the times, _____ warned of the dangers of the coalescing interests of the top leaders of business, politics, and the military.

- a. Talcott Parsons
- b. Ernest Burgess
- c. Jane Addams
- d. C. Wright Mills

Answer: d. C. Wright Mills

Learning Objective: LO 1.3 Trace the development of sociology in North America, and explain the tension between objective analysis and social reform.

Topic/Concept: Sociology in North America

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.3.17

Who is the audience for basic sociology?

- a. only those who deal with the most intimate policy matters
- b. only those who deal with the most intricate policy questions
- c. anyone and everyone
- d. natural scientists as opposed to social scientists

Answer: c. anyone and everyone

Learning Objective: LO 1.3 Trace the development of sociology in North America, and explain the tension between objective analysis and social reform.

Topic/Concept: Sociology in North America

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.3.18

Pure sociologists analyze some aspect of society to _____.

- a. make changes in the world
- b. gain knowledge for its own sake
- c. solve problems for the betterment of society
- d. get grants for their departments

Answer: b. gain knowledge for its own sake

Learning Objective: LO 1.3 Trace the development of sociology in North America, and explain the tension between objective analysis and social reform.

Topic/Concept: Sociology in North America

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.3.19

_____ harnesses the sociological perspective for the public good.

- a. Basic sociology
- b. Experimental sociology
- c. Classical sociology
- d. Public sociology

Answer: d. Public sociology

Learning Objective: LO 1.3 Trace the development of sociology in North America, and explain the tension between objective analysis and social reform.

Topic/Concept: Sociology in North America

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.4.20

In _____, symbols are the key to understanding how we look at the world and communicate with each other.

- a. functional analysis
- b. symbolic interactionism
- c. conflict theory
- d. order theory

Answer: b. symbolic interactionism

Learning Objective: LO 1.4 Explain the basic ideas of symbolic interactionism, functional analysis, and conflict theory.

Topic/Concept: Theoretical Perspectives in Sociology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.4.21

Applying symbolic interactionism, as divorce became more common, divorce became _____.

- a. more stigmatized
- b. a symbol of failure
- c. associated with new beginnings
- d. a symbol of success

Answer: c. associated with new beginnings

Learning Objective: LO 1.4 Explain the basic ideas of symbolic interactionism, functional analysis, and conflict theory.

Topic/Concept: Theoretical Perspectives in Sociology

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q1.4.22

Charles was studying symbolic interactionism in his sociology class. Charles was surprised to find that sociologists who take this viewpoint think that having love as the central reason for people to get married _____.

- a. prevents spouses from blaming each other
- b. actually may cause a weakening of the marriage
- c. makes divorce all but impossible
- d. actually may cause a strengthening of the marriage

Answer: b. actually may cause a weakening of the marriage

Learning Objective: LO 1.4 Explain the basic ideas of symbolic interactionism, functional analysis, and conflict theory.

Topic/Concept: Theoretical Perspectives in Sociology

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q1.4.23

Robert Merton would say negative results of people's actions are _____.

- a. functions
- b. dysfunctions
- c. latent functions
- d. balancing functions

Answer: b. dysfunctions

Learning Objective: LO 1.4 Explain the basic ideas of symbolic interactionism, functional analysis, and conflict theory.

Topic/Concept: Theoretical Perspectives in Sociology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.4.24

_____ operates at the microsociological level.

- a. Symbolic interactionism
- b. Functional analysis
- c. Anthropology
- d. Conflict theory

Answer: a. Symbolic interactionism

Learning Objective: LO 1.4 Explain the basic ideas of symbolic interactionism, functional analysis, and conflict theory.

Topic/Concept: Theoretical Perspectives in Sociology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.4.25

In _____, the focus is on the struggle for scarce resources by different groups in society.

- a. functional analysis
- b. classical sociology

- c. conflict theory
- d. symbolic interactionism

Answer: c. conflict theory

Learning Objective: LO 1.4 Explain the basic ideas of symbolic interactionism, functional analysis, and conflict theory.

Topic/Concept: Theoretical Perspectives in Sociology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.5.26

Common sense _____.

- a. is never true
- b. has always been false
- c. may or may not be true
- d. has finally caught up with sociology

Answer: c. may or may not be true

Learning Objective: LO 1.5 Explain why common sense can't replace sociological research.

Topic/Concept: Doing Sociological Research

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q1.6.27

What is the first step in the research model?

- a. reviewing the literature
- b. sharing the results
- c. beginning the case study
- d. choosing the subject matter

Answer: d. choosing the subject matter

Learning Objective: LO 1.6 Know the eight steps of the research model.

Topic/Concept: A Research Model

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.6.28

A(n) _____ predicts a relationship between or among variables.

- a. research design
- b. literature review
- c. hypothesis
- d. aggregate

Answer: c. hypothesis

Learning Objective: LO 1.6 Know the eight steps of the research model.

Topic/Concept: A Research Model

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q1.6.29

Sharon had spent months carrying out her sociological experiments. She had collected a ton of data. What was Sharon's next step?

- a. Analyze the results.
- b. Generate more hypotheses.
- c. Select another topic.
- d. Share the results.

Answer: a. Analyze the results.

Learning Objective: LO 1.6 Know the eight steps of the research model.

Topic/Concept: A Research Model

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q1.6.30

_____ is a precise way to measure a variable.

- a. Reliability
- b. Validity
- c. The hypothesis
- d. An operational definition

Answer: d. An operational definition

Learning Objective: LO 1.6 Know the eight steps of the research model.

Topic/Concept: A Research Model

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q1.7.31

Which of the following is a research method?

- a. ensuring validity
- b. operationalizing the definition
- c. divining an answer
- d. using unobtrusive measures

Answer: d. using unobtrusive measures

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.7.32

_____ is the extent to which an operational definition measures what it is intended to measure.

- a. A variable
- b. Validity
- c. Hypothesis
- d. Reliability

Answer: b. Validity

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Easy
Skill Level: Remember the Facts

TB_Q1.7.33

Reliability refers to _____.

- a. consistency of results
- b. secondary analysis
- c. how close the data we gathered comes to proving what we want to prove
- d. the way in which a researcher measures a variable

Answer: a. consistency of results

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.7.34

The _____ is made up of people who are in the portion of the population being studied.

- a. sample
- b. control group
- c. respondent
- d. average

Answer: a. sample

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.7.35

When you select a sample for a sociological study, your aim is to get _____.

- a. everyone in the population
- b. your friends to be the sample
- c. a representative sample
- d. a different individual to answer each item on the questionnaire

Answer: c. a representative sample

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.7.36

In a _____, everyone in the target population has the same chance of being included in the study.

- a. stratified random sample
- b. random sample
- c. sample of any sort
- d. survey

Answer: b. random sample

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q1.7.37

_____ are the people who respond to a survey.

- a. Researchers
- b. Respondents
- c. Interviewers
- d. Populations

Answer: b. Respondents

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q1.7.38

Which of the following is an example of an open-ended question?

- a. Should public officials who accept bribes be jailed?
- b. In your opinion, should public officials who accept bribes be required to perform community service?
- c. Should public officials who have been convicted for accepting bribes be registered in a public list in the same manner that sex offenders are registered?
- d. What do you think should be done to a public official who accepts bribes?

Answer: d. What do you think should be done to a public official who accepts bribes?

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q1.7.39

To get people to answer in their own words, interviewers often use _____ questions.

- a. structured
- b. controlled
- c. open-ended
- d. closed-ended

Answer: c. open-ended

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.7.40

Survey questions that provide options for answers are considered _____.

- a. closed-ended questions

- b. unstructured
- c. open-ended questions
- d. unfair

Answer: a. closed-ended questions

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.7.41

It is difficult to _____ from participant observation research.

- a. generalize
- b. establish rapport
- c. understand alternative lifestyles
- d. get a feel for the real life of the respondents

Answer: a. generalize

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.7.42

In secondary analysis, researchers analyze data collected by _____.

- a. artificial intelligence
- b. their own interviews
- c. others
- d. the subjects themselves

Answer: c. others

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q1.7.43

The subjects exposed to an independent variable in an experiment are in the _____.

- a. experimental group
- b. population
- c. sources of potential bias
- d. control group

Answer: a. experimental group

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.7.44

The independent variable causes a change in the _____.

- a. control group
- b. dependent variable
- c. other independent variables in the study
- d. generalizability of the experiment

Answer: b. dependent variable

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.7.45

_____ means that two or more variables are present together.

- a. Control group
- b. An unobtrusive measure
- c. Correlation
- d. Secondary analysis

Answer: c. Correlation

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.7.46

The best method of sociological research to use _____.

- a. is a survey
- b. depends on the type of question
- c. is an experiment
- d. is document analysis

Answer: b. depends on the type of question

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.8.47

In sociological research, gender _____.

- a. plays no role
- b. excludes female subjects from most contemporary social research
- c. bias must be guarded against
- d. always leads to interviewer bias

Answer: c. bias must be guarded against

Learning Objective: LO 1.8 Explain how gender is significant in sociological research.

Topic/Concept: Gender in Sociological Research

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.9.48

- Plagiarism in sociological research _____.
a. is acceptable in controlled experimental studies
b. is probably unavoidable
c. violates research ethics
d. is acceptable in document studies

Answer: c. violates research ethics

Learning Objective: LO 1.9 Explain why it is vital for sociologists to protect the people they study and discuss the two cases that are presented.

Topic/Concept: Ethics in Sociological Research

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.9.49

Professional handling of confidential sociological field notes entails _____.
a. publishing them only in professional journals

b. burning the notes once the researcher has had time to draw conclusions from them

c. publishing them online, so that anyone can read them

d. protecting respondents

Answer: d. protecting respondents

Learning Objective: LO 1.9 Explain why it is vital for sociologists to protect the people they study and discuss the two cases that are presented.

Topic/Concept: Ethics in Sociological Research

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.10.50

Technological breakthroughs have enabled people to communicate, trade, and travel much more freely; the resultant erosion of what were once more impermeable national boundaries is known as _____.

- a. conflict theory
- b. globalization
- c. social understanding
- d. focusing on the macro level

Answer: b. globalization

Learning Objective: LO 1.10 Explain how research versus social reform and globalization are likely to influence sociology.

Topic/Concept: Trends Shaping the Future of Sociology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

Essay Questions

TB_Q1.2.51: Very broadly, where did Weber believe that capitalism was more likely to flourish?

Feedback: Max Weber believed that religion was the main force in social change. He thought that Roman Catholicism encouraged followers to hold on to traditional ways. He also believed the Protestant belief system encouraged change. Weber compared the extent of capitalism in Roman Catholic and Protestant countries and found capitalism more advanced in the latter.

Learning Objective: LO 1.2 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.3.52: Describe the three historical phases of sociology.

Feedback: A tension between social reform and social analysis runs through sociology's history. First phase: main purpose—to improve society; time—origins until the 1920s. Second phase: main purpose—to develop abstract knowledge; time—from the 1920s until the 1960s. Third phase: main purpose—to seek ways to apply sociological research findings; time—from the 1960s to the present.

Learning Objective: LO 1.3 Trace the development of sociology in North America, and explain the tension between objective analysis and social reform.

Topic/Concept: Sociology in North America

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.4.53: Discuss feminists and conflict theory.

Feedback: Marx used conflict theory to examine conflict between capitalists and workers. Many feminists look at conflict between men and women in the same way: historical inequalities, contemporary inequalities, global inequalities. Not all feminists employ conflict theory.

Learning Objective: LO 1.4 Explain the basic ideas of symbolic interactionism, functional analysis, and conflict theory.

Topic/Concept: Theoretical Perspectives in Sociology

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.6.54: What are the eight steps of the research model?

Feedback: The eight steps of the research model (in chronological order) are

1. Select a topic.
2. Define the problem.
3. Review the literature.
4. Formulate a hypothesis.
5. Choose a research method.
6. Collect the data.
7. Analyze the results.
8. Share the results.

Learning Objective: LO 1.6 Know the eight steps of the research model.

Topic/Concept: A Research Model

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.7.55: What are the three necessary conditions for causation?

Feedback: The three necessary conditions necessary to establish causation are

1. Correlation
2. Temporal priority
3. No spurious correlation

Learning Objective: LO 1.7 Know the main elements of the seven research methods.

Topic/Concept: Research Methods (Designs)

Difficulty Level: Difficult

Skill Level: Analyze It

Chapter 2: Culture

Multiple-Choice Questions

TB_Q2.1.1

The language, beliefs, values, norms, behaviors, and objects passed from one generation to the next make up a group's _____.

- a. identity
- b. ethnocentrism
- c. culture
- d. material culture

Answer: c. culture

Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.

Topic/Concept: What Is Culture?

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q2.1.2

_____ would be part of material culture.

- a. Hairstyles
- b. Language
- c. Beliefs
- d. Values

Answer: a. Hairstyles

Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.

Topic/Concept: What Is Culture?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.1.3

Nonmaterial culture refers to a group's _____.

- a. art
- b. weapons
- c. ways of thinking and doing
- d. eating utensils

Answer: c. ways of thinking and doing

Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.

Topic/Concept: What Is Culture?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.1.4

One thing that can be said about material culture is that _____.

- a. it is "natural"

- b. it includes gestures
- c. it includes a people's language
- d. there is nothing "natural" about it

Answer: d. there is nothing "natural" about it

Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.

Topic/Concept: What Is Culture?

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q2.1.5

Who is ethnocentric?

- a. everyone
- b. westerners over 50, but not under 50
- c. just those easterners who live in the Carolinas
- d. older people only

Answer: a. Everyone

Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.

Topic/Concept: What Is Culture?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.1.6

To try to understand a culture on its own terms is called _____.

- a. ethnocentrism
- b. cultural relativism
- c. folklore
- d. cultural education

Answer: b. cultural relativism

Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.

Topic/Concept: What Is Culture?

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q2.1.7

Which of the following statements about cultural relativism is true?

- a. It has not been criticized by social scientists.
- b. Cultural relativism has come under attack because it can lead to acceptance of practices like genital cutting and wife beating.
- c. Sociologists accept all cultures, without judgment.
- d. Cultural relativism encourages cultural smugness.

Answer: b. Cultural relativism has come under attack because it can lead to acceptance of practices like genital cutting and wife beating.

Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.

Topic/Concept: What Is Culture?

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q2.1.8

After a fairly short plane ride from New York City, Irving found himself on a dusty road with goats, chickens, and motor scooters rather than cars. Food, clothing, and carpets were being sold by street vendors, some of whom worked from a cloth spread on the ground, in no order that he could recognize. Irving was likely experiencing _____.

- a. ethnocentrism
- b. culture shock
- c. a step back into history
- d. contact with people who shared none of his values

Answer: b. culture shock

Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.

Topic/Concept: What Is Culture?

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q2.2.9

Another term for nonmaterial culture that sociologists use is _____.

- a. material culture
- b. symbolic culture
- c. gestural culture
- d. culture shock

Answer: b. symbolic culture

Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.

Topic/Concept: Components of Symbolic Culture

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.2.10

An advantage of knowing a culture's gestures is _____.

- a. they are closely tied to the language
- b. that although most gestures are recognized as universal, differences occasionally occur between cultures
- c. being able to communicate with simplicity
- d. that they will enable you to completely understand the culture

Answer: c. being able to communicate with simplicity

Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.

Topic/Concept: Components of Symbolic Culture

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q2.2.11

The main way people communicate is through _____.

- a. gestures
- b. intermarriage
- c. language
- d. artwork

Answer: c. language

Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.

Topic/Concept: Components of Symbolic Culture

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.2.12

The basis of culture is _____.

- a. customs
- b. heredity
- c. language
- d. sociology

Answer: c. language

Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.

Topic/Concept: Components of Symbolic Culture

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q2.2.13

The Sapir-Whorf hypothesis states that _____.

- a. languages are universal
- b. some languages, such as English, are superior to others
- c. perception and language are unrelated
- d. language has ways of looking at the world embedded within it

Answer: d. language has ways of looking at the world embedded within it

Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.

Topic/Concept: Components of Symbolic Culture

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q2.2.14

People's _____ have to do with what they think is appropriate in life.

- a. values
- b. mores
- c. taboos
- d. folkways

Answer: a: values

Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.

Topic/Concept: Components of Symbolic Culture

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.2.15

A term for rules of behavior is _____.

- a. culture
- b. norms
- c. moral holidays
- d. sanctions

Answer: b. norms

Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.

Topic/Concept: Components of Symbolic Culture

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q2.2.16

When you break norms, you receive _____.

- a. positive sanctions
- b. a day in class
- c. negative sanctions
- d. hugs and kisses

Answer: c. negative sanctions

Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.

Topic/Concept: Components of Symbolic Culture

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q2.2.17

Paul loved to party at Mardi Gras, even if he was not involved in making a float or anything else. The atmosphere on the street was just so different, so easy. He had a great time. At such a _____, the rules were loosened.

- a. culture-free event
- b. police-free event

- c. free-for-all
- d. moral holiday

Answer: d. moral holiday

Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.

Topic/Concept: Components of Symbolic Culture

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q2.2.18

When someone is jogging on the left side of the sidewalk and you, running faster, overtake that person on his or her right, this runs counter to a _____ in the United States.

- a. taboo
- b. more
- c. tradition
- d. folkway

Answer: d. a folkway

Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.

Topic/Concept: Components of Symbolic Culture

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q2.2.19

If you kill another person, you have violated a society's _____.

- a. mores
- b. incidental values
- c. folkways
- d. ethnocentrism

Answer: a. mores

Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.

Topic/Concept: Components of Symbolic Culture

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q2.2.20

Even just the thought of the violation of a _____ fills us with revulsion.

- a. taboo
- b. more
- c. parking regulation
- d. folkway

Answer: a. taboo

Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.

Topic/Concept: Components of Symbolic Culture

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.3.21

A distinct world within the overarching culture is a _____.

- a. superculture
- b. subculture
- c. miniculture
- d. monoculture

Answer: b. subculture.

Learning Objective: LO 2.3 Distinguish between subcultures and countercultures.

Topic/Concept: Many Cultural Worlds

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.3.22

How many subcultures does U.S. society contain?

- a. five
- b. almost ninety
- c. hundreds
- d. thousands

Answer: d. thousands

Learning Objective: LO 2.3 Distinguish between subcultures and countercultures.

Topic/Concept: Many Cultural Worlds

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q2.3.23

Some of the values and norms of a _____ place it at odds with the dominant culture.

- a. subculture
- b. core culture
- c. counterculture
- d. sociologists' group

Answer: c. counterculture

Learning Objective: LO 2.3 Distinguish between subcultures and countercultures.

Topic/Concept: Many Cultural Worlds

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.3.24

Harold got up early and cleaned and polished his motorcycle, while Fabienne packed a picnic lunch. Their destination was a park on a lake about 50 miles away, where they would meet some friends who also liked to ride motorcycles on weekends. They soon got underway,

driving safely on the highway at the speed limit and enjoying the trip while they listened to National Public Radio.

About halfway to their destination, Harold and Fabienne were overtaken by a speeding clump of about 10 motorcycles ridden by people with swastikas on the backs of their jackets. Several of the group appeared to be completely nude under their jackets, which was legal in their state due to an anachronistic law that said you could not disrobe outdoors, but that did not address the situation where you were already disrobed when you arrived outdoors.

In all likelihood, Harold and Fabienne could be termed members of a motorcycle-enthusiast _____, and the cyclists who passed them could be termed members of a motorcycle-enthusiast _____.

- a. culture; subculture
- b. subculture; counterculture
- c. subculture; culture
- d. counterculture; subculture

Answer: b. subculture; counterculture

Learning Objective: LO 2.3 Distinguish between subcultures and countercultures.

Topic/Concept: Many Cultural Worlds

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q2.4.25

A society made up of many different groups is called a(n) _____.

- a. pluralistic society
- b. fragmented society
- c. anachronous society
- d. ungovernable aggravation

Answer: a. pluralistic society

Learning Objective: LO 2.4 Discuss the major U.S. values and explain value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.

Topic/Concept: Values in U.S. Society

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q2.4.26

Sociologists call the values held by most of the groups in a society _____.

- a. core values
- b. taboos
- c. habitual values
- d. universal values

Answer: a. core values

Learning Objective: LO 2.4 Discuss the major U.S. values and explain value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.

Topic/Concept: Values in U.S. Society

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.4.27

The core value of education has _____.

- a. been easily pursued in the United States because college students are uninhibited
- b. changed to the point where nowadays a college education is thought to be a reasonable aim for most students in the United States
- c. not been held by most Americans since the 1960s
- d. changed over the years, until today a college education is considered an appropriate goal only for a small number of Americans

Answer: b. changed to the point where nowadays a college education is thought to be a reasonable aim for most students in the United States

Learning Objective: LO 2.4 Discuss the major U.S. values and explain value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.

Topic/Concept: Values in U.S. Society

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q2.4.28

Most Americans feel that the only proper basis for marriage is _____.

- a. parental approval
- b. economics
- c. mutual respect
- d. romantic love

Answer: d. romantic love

Learning Objective: LO 2.4 Discuss the major U.S. values and explain value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.

Topic/Concept: Values in U.S. Society

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.4.29

“In God We Trust” appears on money in the United States. This reflects the core value of _____.

- a. group superiority
- b. religiosity
- c. education
- d. freedom

Answer: b. religiosity

Learning Objective: LO 2.4 Discuss the major U.S. values and explain value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.

Topic/Concept: Values in U.S. Society

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q2.4.30

If you study hard to get a degree so you can get a good job and afford a nice home and car, you could be said to be bound up in _____.

- a. a confused approach to life
- b. a value contradiction
- c. a value cluster pertaining to success
- d. the value of democracy

Answer: c. a value cluster pertaining to success

Learning Objective: LO 2.4 Discuss the major U.S. values and explain value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.

Topic/Concept: Values in U.S. Society

Difficulty Level: Difficult

Skill Level: Apply What You Know

TB_Q2.4.31

A _____ exists between the value of group superiority and the values of freedom, democracy, and equality.

- a. continuity
- b. folkway
- c. taboo
- d. value contradiction

Answer: d. value contradiction

Learning Objective: LO 2.4 Discuss the major U.S. values and explain value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.

Topic/Concept: Values in U.S. Society

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q2.4.32

Which statement about the origin of values is true?

- a. Essentially, values “just happen.”
- b. Values are unrelated to context in society.
- c. Values emerge out of the conditions that exist in a society.
- d. Individuals invent their own values.

Answer: c. Values emerge out of the conditions that exist in a society.

Learning Objective: LO 2.4 Discuss the major U.S. values and explain value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.

Topic/Concept: Values in U.S. Society

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q2.4.33

Values are like lenses through which we see the world _____.

- a. in a nutshell

- b. as it ought to be
- c. with great clarity
- d. like it is

Answer: b. as it ought to be

Learning Objective: LO 2.4 Discuss the major U.S. values and explain value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.

Topic/Concept: Values in U.S. Society

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q2.4.34

The _____ culture refers to the values, norms, and goals that a group considers worth aiming for.

- a. real
- b. concrete
- c. ideal
- d. fantasy

Answer: c. ideal

Learning Objective: LO 2.4 Discuss the major U.S. values and explain value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.

Topic/Concept: Values in U.S. Society

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q2.4.35

The human potential movement exemplifies the emerging _____ value.

- a. self-fulfillment
- b. aging population
- c. leisure
- d. acceptance

Answer: a. self-fulfillment

Learning Objective: LO 2.4 Discuss the major U.S. values and explain value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.

Topic/Concept: Values in U.S. Society

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.4.36

The term “real culture” refers to _____.

- a. the norms and values that people aspire to follow
- b. historical culture
- c. universal culture
- d. the norms and values that people actually follow

Answer: d. the norms and values that people actually follow

Learning Objective: LO 2.4 Discuss the major U.S. values and explain value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.

Topic/Concept: Values in U.S. Society

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.5.37

_____ refer(s) to values, norms, or other cultural traits found everywhere.

- a. Cultural universals
- b. Global culture
- c. Natural selection
- d. Folkways

Answer: a. Cultural universals

Learning Objective: LO 2.5 Explain what cultural universals are and why they do not seem to exist.

Topic/Concept: Cultural Universals

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q2.5.38

Which statement about incest is true?

- a. No society permits general incest for all its members.
- b. All societies agree on what incest is.
- c. The marriage of brothers and sisters is forbidden by all societies.
- d. The marriage of fathers and daughters is forbidden by all societies.

Answer: a. No society permits general incest for all its members.

Learning Objective: LO 2.5 Explain what cultural universals are and why they do not seem to exist.

Topic/Concept: Cultural Universals

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q2.6.39

Sociobiologists believe that _____.

- a. biology is a basic cause of human behavior
- b. the key to human behavior is culture
- c. as a result of natural selection, biology no longer plays a role in human behavior
- d. the key to human behavior is religion

Answer: a. biology is a basic cause of human behavior

Learning Objective: LO 2.6 Explain why most sociobiologists consider genes to be an inadequate explanation of human behavior.

Topic/Concept: Sociobiology and Human Behavior

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB Q2.6.40

_____ said that sociobiology will eventually absorb sociology.

- a. Charles Darwin
- b. Edward Wilson
- c. William Ogburn
- d. Benjamin Whorf

Answer: b. Edward Wilson

Learning Objective: LO 2.6 Explain why most sociobiologists consider genes to be an inadequate explanation of human behavior.

Topic/Concept: Sociobiology and Human Behavior

Difficulty Level: Moderate

Skill Level: Remember the Facts

TB_Q2.6.41

Sociobiology emphasizes _____.

- a. the influence of genes on human behavior
- b. classical sociology
- c. conflict theory
- d. sociologically informed genetics

Answer: a. the influence of genes on human behavior

Learning Objective: LO 2.6 Explain why most sociobiologists consider genes to be an inadequate explanation of human behavior.

Topic/Concept: Sociobiology and Human Behavior

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.7.42

Basically, technology is associated with _____.

- a. culture
- b. history
- c. tools
- d. sociology

Answer: c. tools

Learning Objective: LO 2.7 Explain how technology changes culture and what cultural lag and cultural leveling are.

Topic/Concept: Technology in the Global Village

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.7.43

The term “new technology” refers to _____.

- a. anything invented in the last five years
- b. emerging technology that impacts social life in a major way
- c. twenty-first-century technology
- d. an established technology that has changed the course of history

Answer: b. emerging technology that impacts social life in a major way

Learning Objective: LO 2.7 Explain how technology changes culture and what cultural lag and cultural leveling are.

Topic/Concept: Technology in the Global Village

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.7.44

Cultural diffusion is a _____.

- a. group of people adopting things they find desirable from another culture
- b. one-way “street” from the West to other parts of the world
- c. change in “thinking” but not “doing”
- d. distraction from technology

Answer: a. a group of people adopting things they find desirable from another culture

Learning Objective: LO 2.7 Explain how technology changes culture and what cultural lag and cultural leveling are.

Topic/Concept: Technology in the Global Village

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q2.7.45

_____ refers to one part of a culture changing while other parts remain behind.

- a. Cultural reluctance
- b. Cultural lag
- c. Ethnocentrism
- d. Culture shock

Answer: b. Cultural lag

Learning Objective: LO 2.7 Explain how technology changes culture and what cultural lag and cultural leveling are.

Topic/Concept: Technology in the Global Village

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q2.7.46

When there is culture change, a group's _____ usually changes first.

- a. material culture
- b. sociobiology
- c. nonmaterial culture
- d. counterculture

Answer: a. material culture

Learning Objective: LO 2.7 Explain how technology changes culture and what cultural lag and cultural leveling are.

Topic/Concept: Technology in the Global Village

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.7.47

How is our nine-month school year a living example of cultural lag?

- a. Material culture never caught up with nonmaterial culture.
- b. The length of the school year was determined by the farming culture of the late 1800s.
- c. The school year was not lengthened to nine months until the mid-1900s.
- d. The length of the school year was based on one-room schools, which have all but vanished.

Answer: b. The length of the school year was determined by the farming culture of the late 1800s.

Learning Objective: LO 2.7 Explain how technology changes culture and what cultural lag and cultural leveling are.

Topic/Concept: Technology in the Global Village

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q2.7.48

What is the concern about artificial intelligence?

- a. It is science fiction.
- b. It may enable computers to replace human culture.
- c. It seems too good to be true.
- d. It is an extension of Google Glass.

Answer: c. It may enable computers to replace human culture.

Learning Objective: LO 2.7 Explain how technology changes culture and what cultural lag and cultural leveling are.

Topic/Concept: Technology in the Global Village

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.7.49

In cultural leveling, _____.

- a. cultures become more and more dissimilar to one another
- b. the least advanced culture dominates
- c. culture is leveled or destroyed, as in a blast
- d. cultures become more and more similar to one another

Answer: d. cultures become more and more similar to one another

Learning Objective: LO 2.7 Explain how technology changes culture and what cultural lag and cultural leveling are.

Topic/Concept: Technology in the Global Village

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q2.7.50

It would be fair to say that in the cultural leveling process taking place today, _____.

- a. traditional cultures have all but disappeared
- b. certain qualities are lost forever
- c. sociobiology is at work
- d. we are producing a more distinctive, less bland way of life

Answer: b. certain qualities are lost forever

Learning Objective: LO 2.7 Explain how technology changes culture and what cultural lag and cultural leveling are.

Topic/Concept: Technology in the Global Village

Difficulty Level: Difficult

Skill Level: Analyze It

Essay Questions

TB_Q2.1.51: What are the positive and negative sides of ethnocentrism?

Feedback: Positive—Ethnocentrism creates in-group loyalties. Negative—Ethnocentrism can lead to discrimination against people whose ways differ from our own.

Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.

Topic/Concept: What Is Culture?

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q2.2.52: Give at least three effects of language on human life.

Feedback: Any three of these five effects: Language allows human experience to be cumulative. It provides a social or shared past. It provides a social or shared future. It allows shared perspectives. It allows shared, goal-directed behavior.

Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.

Topic/Concept: Components of Symbolic Culture

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q2.4.53: List at least five core values of U.S. society.

Feedback: Any five: achievement and success; individualism; hard work; efficiency and practicality; science and technology; material comfort; freedom; democracy; equality; group superiority; education; religiosity; romantic love

Learning Objective: LO 2.4 Discuss the major U.S. values and explain value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.

Topic/Concept: Values in U.S. Society

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q2.4.54: Identify four interrelated core values emerging as a value cluster in the United States today.

Feedback: The four interrelated core values emerging in the United States today are leisure, self-fulfillment, physical fitness, and youthfulness.

Learning Objective: LO 2.4 Discuss the major U.S. values and explain value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.

Topic/Concept: Values in U.S. Society

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q2.7.55: What is the sociological significance of technology?

Feedback: Technology sets the framework for a group's nonmaterial culture. It influences how people think and how people relate to one another. An example is in gender relations, where the tradition of men dominating women is being challenged.

Learning Objective: LO 2.7 Explain how technology changes culture and what cultural lag and cultural leveling are.

Topic/Concept: Technology in the Global Village

Difficulty Level: Difficult

Skill Level: Analyze It