

Test Bank

For

Sociology, A Down to Earth Approach

Fourteenth 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_Q1.1.2

A group of people who share a culture and a territory is known as a(n) _____.

- a. global group
- b. extended family group
- c. society
- d. global village

Answer: c. society

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_Q1.1.3

The corners in life that people occupy because of their place in a society are referred to as _____.

- a. social location
- b. social affiliation
- c. social empowerment
- d. dominant groups

Answer: a. social location

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_Q1.1.4

Our ancestors _____.

- a. lived in a global village
- b. perceived the world beyond their communities only dimly
- c. lived in big cities
- d. bought all their food even though they raised and sold crops

Answer: b. perceived the world beyond their communities only dimly

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

Topic/Concept: The Sociological Perspective

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q1.2.5

_____ is the study of society and human behavior.

- a. Natural science
- b. Science
- c. Psychology
- d. Sociology

Answer: d. Sociology

Learning Objective: LO 1.2 Know the focus of each social science.

Topic/Concept: Sociology and the Other Sciences

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q1.2.6

Xavier is doing research in organic chemistry. He is a chemist, but in a broader sense, he is a(n)

- _____.
- a. social scientist
 - b. natural scientist
 - c. biologist
 - d. anthropologist

Answer: b. natural scientist

Learning Objective: LO 1.2 Know the focus of each social science.

Topic/Concept: Sociology and the Other Sciences

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q1.2.7

Human relationships are examined by _____.

- a. the social sciences
- b. natural science
- c. all science
- d. mathematics

Answer: a. the social sciences

Learning Objective: LO 1.2 Know the focus of each social science.

Topic/Concept: Sociology and the Other Sciences

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.2.8

The social science closely related to sociology, which traditionally focuses on tribal peoples, is

- _____.
- a. economics
 - b. political science
 - c. psychology
 - d. anthropology

Answer: d. anthropology

Learning Objective: LO 1.2 Know the focus of each social science.

Topic/Concept: Sociology and the Other Sciences

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.2.9

_____ focuses on politics and government.

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

Answer: a. Political science

Learning Objective: LO 1.2 Know the focus of each social science.

Topic/Concept: Sociology and the Other Sciences

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.2.10

Which of the social sciences concentrates on a single social institution?

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

Answer: a. Economics

Learning Objective: LO 1.2 Know the focus of each social science.

Topic/Concept: Sociology and the Other Sciences

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.2.11

Judy is a Ph.D. candidate currently studying divorce rates in Western Europe. She is likely a sociologist rather than an anthropologist because _____.

- a. sociologists must have an advanced degree
- b. “anthropologist” is just the outdated term for “sociologist”
- c. she is focusing mainly on industrialized and postindustrialized societies
- d. she is focusing mainly on primitive societies

Answer: c. sociologists focus mainly on industrialized and postindustrialized societies

Learning Objective: LO 1.2 Know the focus of each social science.

Topic/Concept: Sociology and the Other Sciences

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q1.2.12

After a sociologist has been able to generalize from his or her findings, the next goal is to _____.

- a. publish the study
- b. predict what is likely to happen based on those findings
- c. prove prior research has been inaccurate
- d. question the findings

Answer: b. predict what is likely to happen based on those findings

Learning Objective: LO 1.2 Know the focus of each social science.

Topic/Concept: Sociology and the Other Sciences

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.2.13

The first goal of science involves _____.

- a. contradicting previous research
- b. trying to make sense of something
- c. proving why “common sense” is right
- d. sticking with the individual case rather than the broader group or situation

Answer: b. trying to make sense of something

Learning Objective: LO 1.2 Know the focus of each social science.

Topic/Concept: Sociology and the Other Sciences

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.3.14

Auguste Comte is credited as being the founder of _____.

- a. sociology
- b. economics
- c. modern science
- d. political science

Answer: a. sociology

Learning Objective: LO 1.3 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Moderate

Skill Level: Remember the Facts

TB_Q1.3.15

Using _____, Comte applied the scientific method to the social world.

- a. negativism
- b. positivism
- c. natural science
- d. anthropology

Answer: b. positivism

Learning Objective: LO 1.3 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.3.16

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 1.3 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q1.3.17

The phrase “survival of the fittest” was coined by _____.

- a. Charles Darwin
- b. Herbert Spencer
- c. Auguste Comte
- d. Karl Marx

Answer: b. Herbert Spencer

Learning Objective: LO 1.3 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Moderate

Skill Level: Remember the Facts

TB_Q1.3.18

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 1.3 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.3.19

The _____, according to Marx, were the workers who were oppressed by those who owned the means of production.

- a. capitalists
- b. communists
- c. proletariat
- d. fascists

Answer: c. proletariat

Learning Objective: LO 1.3 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.3.20

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 1.3 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.3.21

The _____ examined by sociologists are societal characteristics or events that happen over and over.

- a. individual motivations
- b. patterns of behavior
- c. nonsocial forces
- d. rationales

Answer: b. patterns of behavior

Learning Objective: LO 1.3 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.3.22

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

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

Answer: c. religion

Learning Objective: LO 1.3 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.4.23

Max Weber said that sociology should be _____.

- a. class conscious
- b. biased
- c. guided by personal values
- d. value free

Answer: d. value free

Learning Objective: LO 1.4 Summarize the arguments in the debate about values in sociological research.

Topic/Concept: Values in Sociological Research

Difficulty Level: Easy

Skill Level: Understand the Concepts

TB_Q1.4.24

Constance, a sociologist, found a piece of research performed by another sociologist intriguing. It looked at the impact of learning new activities on the aging process. When she read the results, which were reported in a journal she read, she saw that the number of people studied had been very small. But the report itself was well written and enthusiastic. Much as Constance was excited by the findings, she wondered if bias might have affected them. Things looked just a little bit too good. The way to check this would be to _____ the study.

- a. demand that the author defend
- b. denounce
- c. replicate
- d. ask colleagues about

Answer: c. replicate

Learning Objective: LO 1.4 Summarize the arguments in the debate about values in sociological research.

Topic/Concept: Values in Sociological Research

Difficulty Level: Moderate

Skill Level: Apply What You Know

TB_Q1.5.25

What does the German word *Verstehen* mean?

- a. To explain
- b. To investigate
- c. To understand
- d. To reject

Answer: c. To understand

Learning Objective: LO 1.5 State what *Verstehen* is, and why it is valuable.

Topic/Concept: *Verstehen* and Social Facts

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q1.5.26

_____ meanings are what individuals ascribe to their own life circumstances and behaviors.

- a. Subjective
- b. Subjunctive
- c. Objective
- d. Obstructive

Answer: a. Subjective

Learning Objective: LO 1.5 State what *Verstehen* is, and why it is valuable.

Topic/Concept: *Verstehen* and Social Facts

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.5.27

Rather than *Verstehen*, Durkheim focused on societal patterns, which he called _____.

- a. *nicht Verstehen*
- b. social facts
- c. research into dreams
- d. emotion

Answer: b. social facts

Learning Objective: LO 1.5 State what *Verstehen* is, and why it is valuable.

Topic/Concept: *Verstehen* and Social Facts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.5.28

More babies are delivered on Tuesdays than on any other day for the convenience of the _____.

- a. doctors
- b. patients
- c. babies
- d. midwives

Answer: a: doctors

Learning Objective: LO 1.5 State what *Verstehen* is, and why it is valuable.

Topic/Concept: *Verstehen* and Social Facts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.6.29

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 1.6 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_Q1.6.30

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 1.6 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_Q1.6.31

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 1.6 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_Q1.6.32

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 1.6 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_Q1.6.33

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 1.6 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_Q1.6.34

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 1.6 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_Q1.6.35

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 1.6 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_Q1.6.36

Who is the audience for basic sociology?

- a. Policy makers
- b. Clients
- c. Fellow sociologists and anyone interested
- d. All social and natural scientists

Answer: c. Fellow sociologists and anyone interested

Learning Objective: LO 1.6 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_Q1.6.37

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 1.6 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_Q1.6.38

_____ 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 1.6 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_Q1.7.39

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 1.7 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_Q1.7.40

One of the sociologists who developed symbolic interactionism is _____.

- a. George Herbert Mead
- b. Auguste Comte
- c. Robert Merton
- d. Herbert Spencer

Answer: a. George Herbert Mead

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

Answer: b. dysfunctions

Learning Objective: LO 1.7 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_Q1.7.45

Who was the founder of conflict theory?

- a. Robert Merton
- b. George Herbert Mead
- c. Max Weber
- d. Karl Marx

Answer: d. Karl Marx

Learning Objective: LO 1.7 Explain the basic ideas of symbolic interactionism, functional analysis, and conflict theory.

Topic/Concept: Theoretical Perspectives in Sociology

Difficulty Level: Easy

Skill Level: Remember the Facts

TB_Q1.7.46

Face-to-face interaction is the focus of analysis in _____.

- a. symbolic interactionism
- b. conflict theory
- c. any sociological viewpoint
- d. functional analysis

Answer: a. symbolic interactionism

Learning Objective: LO 1.7 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_Q1.7.47

_____ operates at the microsociological level.

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

Answer: a. Symbolic interactionism

Learning Objective: LO 1.7 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_Q1.7.48

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 1.7 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_Q1.8.49

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. *Verstehen*
- d. focusing on the macro level

Answer: b. globalization

Learning Objective: LO 1.8 Explain how research versus reform and globalization are likely to influence sociology.

Topic/Concept: Trends Shaping the Future of Sociology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

TB_Q1.8.50

Capitalism becoming the world's dominant economic system is known as _____.

- a. the globalization of capitalism
- b. symbolic interactionism
- c. increasing isolationism
- d. the advance of democracy

Answer: a. the globalization of capitalism

Learning Objective: LO 1.8 Explain how research versus reform and globalization are likely to influence sociology.

Topic/Concept: Trends Shaping the Future of Sociology

Difficulty Level: Easy

Skill Level: Remember the Facts

Essay Questions

TB_Q1.2.51: How do sociologists differ from psychologists?

Feedback: The difference is in the focus. Psychologists study what goes on within individuals. Sociologists study factors external to individuals.

Learning Objective: LO 1.2 Know the focus of each social science.

Topic/Concept: The Sociological Perspective

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.3.52: 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 1.3 Trace the origins of sociology, from tradition to Max Weber.

Topic/Concept: Origins of Sociology

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.4.53: Give two ways that social research can be used. Because which of the two is preferable is under debate, do you have a preference? What is it, and why?

Feedback: Some think that social research should be used by anyone for any purpose. Others think that social research should be used to improve society. The second of these is the opinion held by the majority of sociologists today.

Learning Objective: LO 1.4 Summarize the arguments in the debate about values in sociological research.

Topic/Concept: Values in Sociological Research

Difficulty Level: Difficult

Skill Level: Analyze It

TB_Q1.7.54: 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 1.7 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_Q1.8.55: 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 1.8 Explain how research versus reform and globalization are likely to influence sociology.

Topic/Concept: Trends Shaping the Future of Sociology

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