

Test Bank

For

The Sociology Project: Essentials

First Edition

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Chapter 1 The Sociological Imagination

Multiple-Choice Questions

People in our society tend to think of themselves in terms of their individuality, but we are also all products of our _____, such as the time and place we live and the family we were born into.

- a. social contexts
- b. genetic makeup
- c. likes and dislikes
- d. interests and skills

Answer: a

Learning Objective: LO 1.2.1: Analyze how families and communities shape the social development of children.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Easy

Skill Level: Remember the Facts

The *sociological imagination* is the capacity to think systematically about how the things we experience as personal problems _____.

- a. are really social issues shared by others living in a similar time and location
- b. reflect our individual choices and not the culture as a whole
- c. most likely do not have roots in social contexts
- d. are the result of psychological forces, which guide our daily life

Answer: a

Learning Objective: LO 1.1.1: Discuss how a sociological imagination helps to challenge stereotypes.

Topic: What Is the Sociological Imagination, and Why Is It Worth Acquiring?

Difficulty Level: Easy

Skill Level: Remember the Facts

According to C. Wright Mills, the sociological imagination enables us to grasp the relations between _____ in society.

- a. money and power
- b. biology and destiny
- c. history and biography
- d. students and teachers

Answer: c

Learning Objective: LO 1.2.4: Analyze the ways in which the social and economic context we are born into shapes the opportunities available to us.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Easy

Skill Level: Remember the Facts

At each stage of our development, we are both individuals and _____.

- a. products of our historical context
- b. members of politicized bodies

- c. social innocents
- d. sole determiners of our own fate

Answer: a

Learning Objective: LO 1.2.4: Analyze the ways in which the social and economic context we are born into shapes the opportunities available to us.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Easy

Skill Level: Remember the Facts

When understanding intimate relationships, a sociological imagination allows us to _____.

- a. recognize that marriage is not always monogamous, but is a lifetime commitment between a man and a woman
- b. challenge the assumption that particular forms of marriage are natural as opposed to social in origin
- c. understand the lack of diversity in intimate relationships cross-culturally
- d. observe the natural differences in intimate relationships within our own culture

Answer: b

Learning Objective: LO 1.1.1: Discuss how a sociological imagination helps to challenge stereotypes.

Topic: What Is the Sociological Imagination, and Why Is It Worth Acquiring?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

Which of the following is true of the sociological imagination?

- a. It challenges stereotypes by proving that stereotypes benefit no one.
- b. It shows that circumstances we take for granted are often simpler than they appear.
- c. It raises questions about the origin, benefit, and harm of stereotypes.
- d. It allows us to enjoy society without over complicating social life.

Answer: c

Learning Objective: LO 1.1.1: Discuss how a sociological imagination helps to challenge stereotypes.

Topic: What Is the Sociological Imagination, and Why Is It Worth Acquiring?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

In an ongoing study of more than 2,000 young adults as they progress through college and into their postcollegiate years, sociologist Richard Arum has found that _____.

- a. all graduates in the study had jobs in their fields within five years of graduation
- b. college had little impact on the earnings of graduates in the study
- c. 24 percent of graduates in the study were back living with their parents two years after graduation
- d. sociology majors were 50 percent more likely to be employed than other students in the study

Answer: c

Learning Objective: LO 1.1.3: Identify the types of questions that sociologists are particularly well equipped to explore.

Topic: What Is the Sociological Imagination, and Why Is It Worth Acquiring?

Difficulty Level: Easy

Skill Level: Remember the Facts

Although psychologists and sociologists study similar subjects and phenomena, what is a significant

difference in the types of questions they ask?

- a. Sociologists are interested in understanding the philosophy of the individual; psychologists are interested in understanding the ideology of the individual.
- b. Sociologists are interested in understanding how people think; psychologists are interested in understanding why people think.
- c. Sociologists are interested in understanding the intrinsic causes of behavior; psychologists are interested in understanding the motivational effects on behavior.
- d. Sociologists are interested in understanding broad social factors; psychologists are interested in understanding how individuals think.

Answer: d

Learning Objective: LO 1.3.3: Compare and contrast sociology with the other social sciences.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Difficult

Skill Level: Analyze It

Why would sociologists who study academic performance be interested in the lives of college freshmen before they enter college?

- a. Sociologists are particularly well equipped to study individuals' intelligence quotients and the impact of intelligence on academic performance.
- b. Sociologists are particularly well equipped to study the influences of students' backgrounds—such as family influences—on academic performance.
- c. Sociologists who took sociology courses in high school are particularly well equipped to study the academic performance of students entering college for the first time.
- d. Students who excel academically are likely to attend schools closer to home.

Answer: b

Learning Objective: LO 1.1.3: Identify the types of questions that sociologists are particularly well equipped to explore.

Topic: What Is the Sociological Imagination, and Why Is It Worth Acquiring?

Difficulty Level: Difficult

Skill Level: Apply What You Know

Which of the following statements about social contexts would sociologists agree is true?

- a. Social contexts can be easily overcome by the will of the individual.
- b. Social contexts are important but ultimately cannot be used to determine anything about an individual.
- c. Social contexts can sometimes be used to understand some types of group situations.
- d. Social contexts can have a huge impact on where individuals end up in life.

Answer: d

Learning Objective: LO 1.2.4: Analyze the ways in which the social and economic context we are born into shapes the opportunities available to us.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

Which social context is likely to have a more significant impact on a child's life experience from birth than the others?

- a. his or her parents' income and wealth
- b. his or her parents' age

- c. his or her parents' recycling habits
- d. his or her birth order

Answer: a

Learning Objective: LO 1.2.1: Analyze how families and communities shape the social development of children.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

Why is the family of interest to many sociologists?

- a. Government funding generously supports family research.
- b. Families are a key to understanding how individuals develop.
- c. Families are a new area of sociological research.
- d. Families, which tend to be similar, are ideal cross-cultural subjects.

Answer: b

Learning Objective: LO 1.2.1: Analyze how families and communities shape the social development of children.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Easy

Skill Level: Remember the Facts

Living in high-crime areas has obvious risks: being a victim of physical violence, for example. What is one of the more subtle risks faced by people who live in high-crime areas that is mentioned by Pat Sharkey?

- a. impaired job or school performance because of stress
- b. increased forgetfulness because of rampant escapism
- c. increased attention from politicians trying to court nonaffiliated voters
- d. decreased access to housing that allows pets

Answer: a

Learning Objective: LO 1.2.1: Analyze how families and communities shape the social development of children.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Difficult

Skill Level: Apply What You Know

What can applying the sociological imagination tell us about unemployment and homelessness?

- a. Homelessness and unemployment are almost always the result of individual choices.
- b. Unemployment, but not homelessness, is almost always the result of individual choices.
- c. Anyone is just as likely as another to become either unemployed or homeless.
- d. Unemployment and homelessness can be due to changing social forces beyond an individual's control.

Answer: d

Learning Objective: LO 1.2.4: Analyze the ways in which the social and economic context we are born into shapes the opportunities available to us.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Difficult

Skill Level: Apply What You Know

Two key components to understanding the social worlds humans create are _____.

- a. social interaction and social structure
- b. social space and social time
- c. social deviance and social applications
- d. social critique and social acceptance

Answer: a

Learning Objective: LO 1.2.5: Explain the distinction between social interaction and social structure.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Easy

Skill Level: Remember the Facts

Norms, the basic rules of society that help us know what is or is not appropriate in a social situation, govern_____.

- a. the sociological imagination
- b. social contexts
- c. social interaction
- d. historical contexts

Answer: c

Learning Objective: LO 1.2.5: Explain the distinction between social interaction and social structure.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Easy

Skill Level: Remember the Facts

_____ refers to the way people act together, including how they modify and alter their behavior in response to the presence of others.

- a. Social interaction
- b. Self-consciousness
- c. Social structure
- d. Presentation of self

Answer: a

Learning Objective: LO 1.2.5: Explain the distinction between social interaction and social structure.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Easy

Skill Level: Remember the Facts

Sociologists' understanding of social contexts, social interactions, and social structures teaches us that people _____.

- a. typically present themselves in the same way to everyone they meet
- b. often behave in highly unpredictable ways
- c. never present themselves in the same way twice
- d. present themselves in different ways based on the social situation they are in

Answer: d

Learning Objective: LO 1.2.5: Explain the distinction between social interaction and social structure.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

_____ refers to the enduring patterns that shape and guide social interaction.

- a. Social role
- b. Social strategy
- c. Social normative behavior
- d. Social structure

Answer: d

Learning Objective: LO 1.2.5: Explain the distinction between social interaction and social structure.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Easy

Skill Level: Remember the Facts

Which of the following accurately connects the effect communities have on people's life pathways?

- a. Living around people who encourage a child to be confident leads to children who are more ambitious in life.
- b. Living in a safe neighborhood has very little positive effect on children's school performance.
- c. Living in a dangerous neighborhood encourages a child to leave that neighborhood by doing well in school.
- d. Living in a dangerous neighborhood has very little effect on a child's future employment.

Answer: a

Learning Objective: LO 1.2.1: Analyze how families and communities shape the social development of children.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Difficult

Skill Level: Analyze It

It is easy to see the importance of the *social* part of social interaction when we _____.

- a. imagine the social sanctions for violating rules
- b. reject social sanctions as unfairly applied
- c. destroy social hierarchies of other cultures
- d. reject social science as a soft science

Answer: a

Learning Objective: LO 1.2.5: Explain the distinction between social interaction and social structure.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Easy

Skill Level: Remember the Facts

Why were lines between social sciences unclear when they first developed?

- a. The backgrounds of early social scientists were diverse, and they often conducted work in multiple disciplines.
- b. Early social scientists, who were educated as physicians, were reluctant to leave their medical school posts.
- c. Social scientists lacked research topics and had to turn to other disciplines for ideas.
- d. High degrees of social cohesion among social scientists made them reluctant to split apart.

Answer: a

Learning Objective: LO 1.3.3: Compare and contrast sociology with the other social sciences.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

_____, the social sciences began to divide into distinctive areas of research.

- a. In the late Middle Ages
- b. Shortly after the American Revolution
- c. Between 1880 and 1910
- d. In the 1950s and 1960s

Answer: c

Learning Objective: LO 1.3.1: Discuss the origins of sociology as a discipline.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Easy

Skill Level: Remember the Facts

_____, who founded both the first European sociology department and the first major European journal of sociology, is called the "father of sociology."

- a. Max Weber
- b. Karl Marx
- c. Claude Bordeaux
- d. Emile Durkheim

Answer: d

Learning Objective: LO 1.3.1: Discuss the origins of sociology as a discipline.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Easy

Skill Level: Remember the Facts

Which of the following factors pulled people away from farms and into cities during the period of rapid industrialization more so than the others?

- a. drought
- b. housing
- c. jobs
- d. urban agriculture

Answer: c

Learning Objective: LO 1.3.2: Explain the roles of industrialization and urbanization in the development of sociology.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Easy

Skill Level: Remember the Facts

Which of the following statements is true of urban environments that developed from the middle of the nineteenth century onward?

- a. Cities had high rates of poverty.
- b. The housing supply was abundant.
- c. Factory wages were fair.
- d. Crime and violence were rare.

Answer: a

Learning Objective: LO 1.3.2: Explain the roles of industrialization and urbanization in the development of sociology.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Easy

Skill Level: Remember the Facts

Among the social sciences, sociology is the discipline most concerned with _____.

- a. the way the psyche develops in early childhood
- b. how different parts of society link up to and mutually influence one another
- c. predicting the future of humanity
- d. accurately assessing the failures of twentieth-century regimes

Answer: b

Learning Objective: LO 1.3.3: Compare and contrast sociology with the other social sciences.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Easy

Skill Level: Remember the Facts

Why is it sometimes difficult for sociologists to define their discipline in short, simple terms?

- a. Sociologists do not use mathematical models to solve problems.
- b. Sociologists do not have an established set of ideas that make up their theoretical core.
- c. Sociologists cover a wider range of topics than other social sciences.
- d. Sociologists do not publish their own academic journals.

Answer: c

Learning Objective: LO 1.3.3: Compare and contrast sociology with the other social sciences.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Easy

Skill Level: Remember the Facts

How is a sociological study of the family more likely to differ from a psychological study of the family?

- a. Psychological studies tend to focus on relationships; sociological studies tend to focus on individuals.
- b. Psychological studies tend to study the minds of individuals in a family; sociological studies tend to study families within their larger social contexts.
- c. Psychological studies tend to focus on context; sociological studies tend to focus on content.
- d. Psychological studies tend to be large scale; sociological studies tend to be smaller in scale.

Answer: b

Learning Objective: LO 1.3.3: Compare and contrast sociology with the other social sciences.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Easy

Skill Level: Remember the Facts

Sociology laid the groundwork for which of the following academic disciplines?

- a. Latino/a studies and industrial relations
- b. philology and theosophy
- c. history and psychology
- d. anthropology and computer science

Answer: a

Learning Objective: LO 1.3.4: Identify some of the spin-off fields that originally started in sociology.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Easy

Skill Level: Remember the Facts

Imagine that you are a sociology student in the early twentieth century at the University of Chicago. You

are trying to come up with an idea for a research project that you can easily conduct without leaving the city. Which of the following projects best embodies the sociological imagination?

- a. You think the tenant in the apartment across the hall is stealing your clothes from the laundry room. You plan to hide in the laundry room to catch him in the act to figure out why he is a thief.
- b. You suspect your older brother has some serious mental problems. You want to show him a series of ink blots and ask him what he thinks they look like. In this way, you will try to gain new insight into his mental health needs.
- c. The sidewalk outside your dormitory is cracked and many people have injured themselves on it. You decide to organize volunteers so that you can repair the damage.
- d. You have observed that the police force is made up almost entirely of a certain immigrant group. You want to interview members of that community and police officers to find out why this group might be drawn to police work.

Answer: d

Learning Objective: LO 1.1.2: Explain the process for forming sociological questions.

Topic: What Is the Sociological Imagination, and Why Is It Worth Acquiring?

Difficulty Level: Difficult

Skill Level: Analyze It

John is taking an introductory sociology class. As a result, he is conscious of his environment and carefully thinks about what he sees rather than jumping to quick conclusions. He notices a homeless man on his way to class every day. Using his sociological imagination, what might John conclude about this man's circumstances?

- a. John reacts with frustration. He considers the homeless man's situation as a personal problem. The man, obviously, is lazy and chooses not to work.
- b. John reacts with indifference. Although he would not make the same choice, the homeless man, obviously, has chosen to live off handouts rather than work.
- c. John reacts with sympathy. He considers the social circumstances that may have drawn the homeless man into poverty and wonders why so many are unemployed. He concludes that because of social change, the homeless man has lost his housing along with his job.
- d. John is sympathetic and recognizes that the homeless man is an alcoholic, but his particular disease—alcoholism—is a personal, not a social, issue.

Answer: c

Learning Objective: LO 1.1.1: Discuss how a sociological imagination helps to challenge stereotypes.

Topic: What Is the Sociological Imagination, and Why Is It Worth Acquiring?

Difficulty Level: Difficult

Skill Level: Apply What You Know

Karen operates a clothing store. Last summer she hired a young man to work at her store. He was frequently late and did not work particularly hard when he did show up. Karen now feels that most young men do not have the work ethic necessary to meet her demands. Her belief that young men are lazy is an example of _____.

- a. racism
- b. the sociological imagination
- c. discrimination
- d. a stereotype

Answer: d

Learning Objective: LO 1.1.1: Discuss how a sociological imagination helps to challenge stereotypes.

Topic: What Is the Sociological Imagination, and Why Is It Worth Acquiring?

Difficulty Level: Difficult

Skill Level: Apply What You Know

You are a first-year student at a major university. Which of the following describes a social context that could have a positive impact on your academic success?

- a. After college, you plan on being a teacher. For this reason, you take your education very seriously.
- b. You went to a high school that did not offer many Advanced Placement courses.
- c. Your parents were able to hire summer tutors for you when you were in high school.
- d. You are a perfectionist in all things. You always study very hard and have no intention of graduating with less than a perfect 4.0.

Answer: c

Learning Objective: LO 1.2.1: Analyze how families and communities shape the social development of children.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Difficult

Skill Level: Analyze It

You are taking your first sociology course in the fall. About halfway through the semester, you go home for Thanksgiving. At Thanksgiving dinner, you plan to conduct an impromptu sociological experiment by violating some social norms. Which of following actions could you potentially take?

- a. You eat your dinner and make polite dinner conversation with your family.
- b. You help to make dinner and serve the guests as well.
- c. You eat your dinner with your hands, even the mashed potatoes.
- d. You excuse yourself from the table after dessert to answer your cell phone.

Answer: c

Learning Objective: LO 1.2.5: Explain the distinction between social interaction and social structure.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Difficult

Skill Level: Analyze It

Thomas, who has never been to a formal dinner, is attending one at his friend's house. Throughout the evening, Thomas observes his friend's behavior in order to fit in and act appropriately. Thomas is learning the social _____ of a formal dinner.

- a. norms
- b. hierarchies
- c. roles
- d. structures

Answer: a

Learning Objective: LO 1.2.5: Explain the distinction between social interaction and social structure.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Difficult

Skill Level: Apply What You Know

After Hurricane Katrina devastated New Orleans, there were reports of increased criminal activity and looting. Looters broke into electronics stores and stole merchandise, and increasing numbers of violent attacks exceeded all police efforts to keep the rising levels of violence in check. How

would a sociologist explain these phenomena?

- a. Urban residents altered their behaviors to conform to the norms of a new social reality.
- b. During times of crisis, social norms change but are more clearly defined.
- c. In the absence of social structures, rules are unclear, and everyone has to improvise.
- d. People always choose to act as criminals when they know police officers are not watching them.

Answer: c

Learning Objective: LO 1.2.5: Explain the distinction between social interaction and social structure.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Difficult

Skill Level: Apply What You Know

You are a social scientist in the mid-nineteenth century. You want to study the forces in society that are driving social change. What human subjects are you most likely to study?

- a. farmers who live in rural Iowa
- b. shrimpers who live in Louisiana
- c. factory workers who live in New York City
- d. members of the U.S. Army

Answer: c

Learning Objective: LO 1.3.2: Explain the roles of industrialization and urbanization in the development of sociology.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Difficult

Skill Level: Analyze It

It is the late nineteenth century. Robert is a young man who is fascinated by the social world. He is particularly interested in studying the problems of cities and their inhabitants, including the lives of new residents migrating to cities from farms and from abroad. He is familiar with an emerging discipline called sociology and wants to conduct field research as part of his university coursework in the city where he is being educated. What school should Robert contact to gain information about this new field of study?

- a. Hanover College, in Hanover, Indiana
- b. the University of Kansas, in Lawrence, Kansas
- c. the University of Chicago, in Chicago, Illinois
- d. the University of Georgia, in Athens, Georgia

Answer: c

Learning Objective: LO 1.3.1: Discuss the origins of sociology as a discipline.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Difficult

Skill Level: Analyze It

You, a sociology student, are approached by an anthropology student who would like to work with you. How should you respond to this offer to participate in an interdisciplinary study?

- a. Sociology is a broad discipline that would benefit from the research anthropology has to offer. Accept.
- b. Sociology is a very narrow field of study with very specific research methodologies. A project with an anthropologist just doesn't make sense. Decline.
- c. Historical contexts and the nature of modern universities prevent sociologists from interacting effectively with anthropologists. Decline.

- d. The project may work, but it is likely that you will come into conflict with your partner for theoretical reasons. This conflict could make the project very difficult to finish. Decline.

Answer: a

Learning Objective: LO 1.3.3: Compare and contrast sociology with the other social sciences.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Difficult

Skill Level: Analyze It

Industrialization is characterized by the transformation of economies based in agriculture to those based in _____.

- a. large scale manufacturing of goods
- b. customer service and technology
- c. family farming and urban development
- d. environmental conservation

Answer: a

Learning Objective: LO 1.3.2: Explain the roles of industrialization and urbanization in the development of sociology.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Easy

Skill Level: Remember the Facts

A large group of people who live in the same area and participate in a common set of norms and rules for social interaction is best known as a _____.

- a. society
- b. social structure
- c. neighborhood
- d. role set

Answer: a

Learning Objective: LO 1.2.5: Explain the distinction between social interaction and social structure.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Easy

Skill Level: Remember the Facts

Urban areas have a population density of at least _____ people per square mile.

- a. 250
- b. 500
- c. 750
- d. 1,000

Answer: d

Learning Objective: LO 1.3.2: Explain the roles of industrialization and urbanization in the development of sociology.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Easy

Skill Level: Remember the Facts

Essay Questions

How do we exercise our sociological imaginations when we "people watch"?

Answer: If we look closely enough when we observe people walking through a shopping mall or going to a concert or sporting event, it is not hard to make educated guesses about many of them. We can identify their gender and perhaps their age, race or ethnicity, and maybe even their religion (for example, if they are wearing some kind of identifying clothing). The way they dress may also convey something about their income. The way they speak might tell us if they are well-educated or not or if they are from a particular region of the United States or from a foreign country. When we "people watch" in this way, we are, without necessarily realizing it, beginning to engage our sociological imaginations. We are using information we know about our society to make educated guesses about the individuals we encounter.

Learning Objective: LO 1.1.1: Discuss how a sociological imagination helps to challenge stereotypes.

Topic: What Is the Sociological Imagination, and Why Is It Worth Acquiring?

Difficulty Level: Difficult

Skill Level: Apply What You Know

How does the neighborhood we live in shape our social development?

Answer: Living in a safe neighborhood with good schools, surrounded by families who encourage their children to do well in school and to be ambitious and confident, creates a different set of pathways than that experienced by a child living in an impoverished, high-crime neighborhood with poor schools. The latter environment can have many negative consequences, including not just obvious things like the continual risk of being a victim of crime and the lack of people who can provide positive social networks, but also more subtle things like increased stress levels that may reduce sleep and school performance.

Learning Objective: LO 1.2.1: Analyze how families and communities shape the social development of children.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Difficult

Skill Level: Apply What You Know

How does the time and place we are born into influence us and our behavior? Give an example.

Answer: Beyond specific organizations and institutions lie the social, economic, and historical contexts of our lives. The state of the world we are born into shapes the opportunities available to us, either limiting or enabling us to pursue different goals and aspirations. An African American male born in the South in 1910 faced a very different environment than the same man would today. A child growing up in a working-class family in Detroit in the 1940s would experience a different set of economic opportunities than the same child growing up in contemporary Detroit (once the center of the automobile industry and home to a large number of high-paying working-class jobs, today the Detroit area has been hard hit by the devastating decline in the U.S. manufacturing sector). Women entering adulthood in the 1950s faced a different set of choices and cultural expectations than women currently entering adulthood.

Learning Objective: LO 1.2.4: Analyze the ways in which the social and economic context we are born into shapes the opportunities available to us.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Difficult

Skill Level: Apply What You Know

In what different ways do we characterize ourselves in social settings?

Answer: As we interact with others, we engage in a process of working within the rules and norms of society to try to present a pleasing version of ourselves. Examples include our Facebook and professional website profiles, our business cards, and the different ways we characterize ourselves in social settings when we meet new people or introduce ourselves to a group.

Learning Objective: LO 1.2.5: Explain the distinction between social interaction and social structure.

Topic: What Are Social Contexts, and Why Do They Matter?

Difficulty Level: Difficult

Skill Level: Apply What You Know

Although there is much common ground between sociology and economics, practitioners of the two disciplines often come to very different conclusions. Explain why this occurs.

Answer: The primary difference between sociologists and economists is that economists tend to rely on simplifying human behavior into crisp mathematical models, whereas sociologists prefer to search for answers to research questions across a broad range of phenomena. The mathematical models developed by economists are very clear and test simple assumptions regarding human behavior. They often narrow their field of inquiry by assuming, for instance, that humans act rationally to maximize their economic self-interest. By making these assumptions, economists are able to develop models that they feel are accurate predictors of highly complex behavior. In contrast, sociologists use models that take into consideration many aspects of human behavior. For this reason, their mathematical models, when they use them, tend to be more complex and engage a greater variety of factors.

Learning Objective: LO 1.3.3: Compare and contrast sociology with the other social sciences.

Topic: Where Did Sociology Come From, and How Is It Different from Other Social Sciences?

Difficulty Level: Difficult

Skill Level: Apply What You Know

Manza, *The Sociology Project: Essentials 1e*, Test Bank
Chapter 2 Social Theory

Multiple-Choice Questions

Social theories are analytical frameworks for understanding the relationship between _____ and _____.

- a. universes; individuals
- b. individuals; societies
- c. social classes; social norms
- d. nations; countries

Answer: b

Learning Objective: LO 2.1.1: Define social theory and describe the range of different social theories.

Topic: What Is Social Theory?

Difficulty Level: Easy

Skill Level: Remember the Facts

Sociology is different from some of the other social sciences because it has _____ and _____ social theories.

- a. similar; consistent
- b. singular; dominant
- c. multiple; competing
- d. abundant; unified

Answer: c

Learning Objective: LO 2.1.1: Define social theory and describe the range of different social theories.

Topic: What Is Social Theory?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

One of the three common themes of social theory is *social order*. This theme is chiefly concerned with _____.

- a. what holds society together
- b. what is the nature of the individual
- c. how societies change
- d. how we use social theory

Answer: a

Learning Objective: LO 2.1.2: Identify the three common themes that all of the major sociological theories have sought to address.

Topic: What Is Social Theory?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

The basis of social order, the nature of the individual, and the circumstances of social change are three themes associated with _____.

- a. social perspectives
- b. social approaches
- c. social institutions

d. social theories

Answer: d

Learning Objective: LO 2.1.2: Identify the three common themes that all of the major sociological theories have sought to address.

Topic: What Is Social Theory?

Difficulty Level: Easy

Skill Level: Remember the Facts

Karl Marx argued that _____.

- a. human history is best understood through the history of a society's economic system
- b. society does not change as a result of how societies produce goods
- c. the socialist movement is what allows society to change
- d. social classes ease tension in society

Answer: a

Learning Objective: LO 2.2.1: Discuss why Marx believed that societies were so heavily shaped by their economic systems.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Easy

Skill Level: Remember the Facts

According to Marx, an automated welding machine used to assemble automobile bodies would be an example of _____.

- a. capital production
- b. forces of production
- c. social relations of production
- d. modules of production

Answer: b

Learning Objective: LO 2.2.1: Discuss why Marx believed that societies were so heavily shaped by their economic systems.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Difficult

Skill Level: Apply What You Know

Marx argued that the _____ would overthrow capitalism in favor of _____.

- a. proletariat; socialism
- b. proletariat; communism
- c. bourgeoisie; socialism
- d. bourgeoisie; communism

Answer: a

Learning Objective: LO 2.2.1: Discuss why Marx believed that societies were so heavily shaped by their economic systems.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

Marx argued that groups of people who were treated differently by the economic system would inevitably be in conflict with each other. This is called the theory of _____.

- a. the bourgeoisie and the proletariat

- b. capital
- c. class struggle
- d. economic struggle

Answer: c

Learning Objective: LO 2.2.1: Discuss why Marx believed that societies were so heavily shaped by their economic systems.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Easy

Skill Level: Remember the Facts

Emile Durkheim claimed that any regularity or rule of everyday life in human communities is a

- _____.
- a. social fact
 - b. social law
 - c. social pattern
 - d. socialization

Answer: a

Learning Objective: LO 2.2.2: Analyze Emile Durkheim's explanation of what holds societies together.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Easy

Skill Level: Remember the Facts

Unwritten rules of society, such as social norms, are an example of _____.

- a. social theories
- b. social perspectives
- c. community forces
- d. social facts

Answer: d

Learning Objective: LO 2.2.2: Analyze Emile Durkheim's explanation of what holds societies together.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

When Bill started talking on his cellphone during class he knew he violated a social norm when

- _____.
- a. the person on the phone told him
 - b. he understood the social order
 - c. the class reacted negatively
 - d. the instructor allowed him to talk

Answer: c

Learning Objective: LO 2.2.2: Analyze Emile Durkheim's explanation of what holds societies together.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Difficult

Skill Level: Apply What You Know

Organic solidarity describes a(n) _____ society that is characterized by _____.

- a. modern; an extensive division of labor
- b. modern; a dominant form of solidarity

- c. undeveloped; a minimal division of labor
- d. undeveloped; extended families linked horizontally

Answer: a

Learning Objective: LO 2.2.2: Analyze Emile Durkheim's explanation of what holds societies together.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

Durkheim argues that individuals in modern societies have the freedom to express their own unique preferences, tastes, and beliefs and that this freedom, also referred to as _____, is the basis of social solidarity in modern society.

- a. "the sacred and the profane"
- b. "mechanical solidarity"
- c. "organic solidarity"
- d. "the cult of the individual"

Answer: d

Learning Objective: LO 2.2.2: Analyze Emile Durkheim's explanation of what holds societies together.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Easy

Skill Level: Remember the Facts

Max Weber focused primarily on individual action as a foundation of _____.

- a. social order
- b. material conditions
- c. morality
- d. social forces

Answer: a

Learning Objective: LO 2.2.3: Discuss Max Weber's contributions to our understanding of motivations for behavior, legitimacy and authority, and status groups and social closure.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Easy

Skill Level: Remember the Facts

According to Max Weber, *interpretative sociology* is a method for understanding society by focusing on _____.

- a. interpreting the economic system
- b. understanding the religious system
- c. understanding the motivations of social action
- d. interpreting the spirit of capitalism

Answer: c

Learning Objective: LO 2.2.3: Discuss Max Weber's contributions to our understanding of motivations for behavior, legitimacy and authority, and status groups and social closure.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Easy

Skill Level: Remember the Facts

Each year millions of people watch, and many attend, NFL games. A sociologist, observing how the team logos, colors, the field, and the rivalries bring people together in ritual behavior, would label

these things as _____.

- a. sacred
- b. profane
- c. intersectional
- d. charismatic

Answer: a

Learning Objective: LO 2.2.2: Analyze Emile Durkheim's explanation of what holds societies together.

Topic: How Did the Early Social Theorists Make Sense of the World?

Difficulty Level: Difficult

Skill Level: Apply What You Know

According to Weber the mechanisms that make individuals respect hierarchies and obey orders in society are _____ and _____.

- a. the sacred; the profane
- b. the individual; behavior
- c. charisma; power
- d. power; authority

Answer: d

Learning Objective: LO 2.2.3: Discuss Max Weber's contributions to our understanding of motivations for behavior, legitimacy and authority, and status groups and social closure.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

While driving on the highway, David was pulled over to the side of the road by the police. David accepts that the police are his superiors. Weber would say David obeyed the police as a result of _____.

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

Answer: c

Learning Objective: LO 2.2.3: Discuss Max Weber's contributions to our understanding of motivations for behavior, legitimacy and authority, and status groups and social closure.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Difficult

Skill Level: Apply What You Know

People, more often than not, obey firefighters in emergency situations because they believe it is the "right thing to do." Weber would refer to this as an example of _____.

- a. legitimacy
- b. charisma
- c. power
- d. morality

Answer: a

Learning Objective: LO 2.2.3: Discuss Max Weber's contributions to our understanding of motivations for behavior, legitimacy and authority, and status groups and social closure.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Difficult

Skill Level: Apply What You Know

Weber's concept of _____ have similar kinds of attributes and identities. These may be based on a wide variety of attributes such as race, religion, gender, sexual orientation, or social class.

- a. social groups
- b. economic groups
- c. reference groups
- d. status groups

Answer: d

Learning Objective: LO 2.2.3: Discuss Max Weber's contributions to our understanding of motivations for behavior, legitimacy and authority, and status groups and social closure.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

Susan worked tirelessly as an activist trying to stop the use of children in sweatshop labor. She organized protests, started a boycott campaign of major clothing brands, and founded her own charitable organization to fight against the use of children in sweatshops. How would Weber describe Susan's identity as an activist?

- a. this is her charisma
- b. this is her status group membership
- c. this is her form of legitimacy
- d. this is her spirit of capitalism

Answer: b

Learning Objective: LO 2.2.3: Discuss Max Weber's contributions to our understanding of motivations for behavior, legitimacy and authority, and status groups and social closure.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Difficult

Skill Level: Apply What You Know

A(n) _____ is when groups have inequality that persists over time and can result in conflict between those groups.

- a. moral system
- b. economic system
- c. group status system
- d. stratification system

Answer: d

Learning Objective: LO 2.2.3: Discuss Max Weber's contributions to our understanding of motivations for behavior, legitimacy and authority, and status groups and social closure.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Easy

Skill Level: Remember the Facts

According to Bourdieu, what differentiates "social" from "symbolic" capital?

- a. Symbolic capital is how much capital you want whereas social capital is how much capital you have.
- b. Social capital can be earned whereas symbolic capital is inherited.

- c. Social capital is your support system whereas symbolic capital is your reputation.
- d. Symbolic capital is more powerful than social capital.

Answer: c

Learning Objective: LO 2.4.4: Discuss how Bourdieu redefined classes and the nature of class differences.

Topic: How Has a New Generation of Social Theory Evolved?

Difficulty Level: Difficult

Skill Level: Analyze It

The rigorous training and licensing of doctors controlled by the American Medical Association is an example of Weber's concept of _____.

- a. social closure
- b. social solidarity
- c. social stratification
- d. social distance

Answer: a

Learning Objective: LO 2.2.3: Discuss Max Weber's contributions to our understanding of motivations for behavior, legitimacy and authority, and status groups and social closure.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

Simmel argued that group membership in society was a series of _____.

- a. social systems
- b. horizontally aligned groups
- c. overlapping social circles
- d. structures of social order

Answer: c

Learning Objective: LO 2.2.4: Explain how Georg Simmel's insights on social circles and social distance help us understand how individuals and groups relate to each other.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

Christine works at the high school, is a deacon at her church, a den mother for the Girl Scouts, a Sergeant in the National Guard, and a kickboxing instructor at her gym. The connection of Christine to other individuals in these groups are her _____.

- a. social networks
- b. social solidarity
- c. social cohesion
- d. social class

Answer: a

Learning Objective: LO 2.2.4: Explain how Georg Simmel's insights on social circles and social distance help us understand how individuals and groups relate to each other.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Difficult

Skill Level: Apply What You Know

Luthor has been part of the football team for two years, but he still feels like an outsider with many of

the players. His teammates never asked him to hang out after practices or get together at any other time separate from team functions. Simmel would describe Luthor's experience as being a result of his _____.

- a. social circles
- b. social distance
- c. status group membership
- d. social closure

Answer: b

Learning Objective: LO 2.2.4: Explain how Georg Simmel's insights on social circles and social distance help us understand how individuals and groups relate to each other.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Difficult

Skill Level: Apply What You Know

Simmel's concept of social distance can be used as _____.

- a. a way to describe how close or distant an individual feels from others within a group
- b. a way to explain how group membership defines our identity
- c. an explanation of the different social statuses we occupy simultaneously
- d. a measure of the physical distance between individuals as a way of understanding group membership

Answer: a

Learning Objective: LO 2.2.4: Explain how Georg Simmel's insights on social circles and social distance help us understand how individuals and groups relate to each other.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Easy

Skill Level: Remember the Facts

A number of popular celebrities, such as Morgan Freeman, have fallen victim to rumors of their death spread on the Internet. Whether the news is passed through electronic messages or face-to-face, insights gleaned from _____ could help to explain how this misinformation is passed through social circles.

- a. class fractions
- b. stratification
- c. symbolic interaction
- d. network analysis

Answer: d

Learning Objective: LO 2.2.4: Explain how Georg Simmel's insights on social circles and social distance help us understand how individuals and groups relate to each other.

Topic: How Did the Early Social Theorists Make Sense of World?

Difficulty Level: Difficult

Skill Level: Apply What You Know

By carefully researching the lives of African Americans in a predominantly black neighborhood of Philadelphia, W. E. B. Du Bois demonstrated that _____ shaped every aspect of the lives of African Americans.

- a. class membership
- b. limited opportunities
- c. prejudice