Chapter 01 The Sociology of Sport: What is it and Why Study it? Answer Key

**Multiple Choice Questions**

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| 1. | The author explains that the purpose of the text is to help the reader understand the "deeper game" associated with sports. This "deeper game" refers to

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| A.  | hidden strategies used by coaches and athletes as they play sports. |

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| B.  | performance statistics for teams and players. |

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| **C.**  | connections between sports and the larger social world. |

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| D.  | underlying personality characteristics of people in sports. |

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| 2. | Sociology helps us examine

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| A.  | the connection between biology and social activities. |

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| **B.**  | social life in context. |

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| C.  | politics and economics through history. |

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| D.  | connections between our bodies and our family backgrounds. |

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| 3. | People in the sociology of sport are mostly concerned with studying

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| **A.**  | the social worlds created in and around sports. |

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| B.  | the physical environments in which sports are played. |

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| C.  | the differences between top athletes and others who play sports. |

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| D.  | the reasons why some teams and athletes are winners and others are losers. |

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| 4. | Which of the following is LEAST likely to be a concern among sociologists who study sports?

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| A.  | The social worlds created around sports. |

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| B.  | Sports as social phenomena. |

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| **C.**  | The motivation and personalities of athletes. |

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| D.  | The cultural meaning and importance of sports. |

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| 5. | According to the author, culture consists of

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| A.  | rules and procedures that some people impose on others. |

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| B.  | activities such as opera and classical music. |

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| C.  | ways of living that are common only among upper-class people. |

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| **D.**  | ways of life that people create as they live together. |

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| 6. | The author points out that sport cultures are

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| **A.**  | created as people in sports interact with each other. |

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| B.  | essentially the same all over the world. |

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| C.  | activities that remain the same through history. |

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| D.  | organized so they have the same meanings in all societies. |

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| 7. | Which of the following is not one of the three key concepts used in sociology?

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| A.  | Social structure. |

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| **B.**  | Social conflict. |

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| C.  | Social interaction. |

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| D.  | Culture. |

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| 8. | Social structure consists of

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| A.  | ways of life that people learn as they become adults. |

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| **B.**  | established patterns of relationships and social arrangements. |

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| C.  | organizational processes developed by unrelated work groups. |

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| D.  | rules developed by individuals working on schedules. |

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| 9. | According to the definition often used by people in North America, which of the following would be an example of a sport?

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| A.  | Jogging with friends on the weekend. |

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| **B.**  | Racing in the Indianapolis 500. |

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| C.  | Jumping rope in an aerobics class. |

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| D.  | Playing chess in a city tournament. |

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| 10. | According to the definition often used by people in North America, sport is an activity that involves

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| A.  | complex cognitive skills combined with complex physical skills. |

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| **B.**  | physical challenges or competitive contests. |

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| C.  | both cooperation and teamwork. |

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| D.  | serious psychological and physical strategies. |

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| 11. | It is difficult to develop a single definition of sports because

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| A.  | men and women define sports in completely different terms. |

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| B.  | genetic differences lead people to define sports differently. |

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| C.  | people generally resist organized physical activities. |

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| **D.**  | the organization and meaning of sports vary by culture. |

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| 12. | When compared with past research in the sociology of sport, current research is more likely to focus on

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| A.  | video games containing cognitive challenges. |

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| **B.**  | physical culture in particular social worlds. |

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| C.  | noncompetitive games. |

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| D.  | activities that improve physical fitness. |

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| 13. | Official definitions of sports in the United States emphasize

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| **A.**  | formally organized, competitive activities. |

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| B.  | health-related activities that reduce obesity rates. |

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| C.  | activities in which there are no winners or losers. |

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| D.  | age-integrated activities that can be played anywhere. |

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| 14. | Official definitions of sport have important implications because they identify the activities that

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| A.  | are best for the general health of people in a society. |

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| B.  | attract attention global attention and increase tourism. |

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| **C.**  | receive the most financial and political support. |

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| D.  | reflect the cultural traditions of average people. |

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| 15. | Physical activity participation rates are most likely to be high in a society when the definition of sport focuses on

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| A.  | challenging activities that produce an adrenaline rush for participants. |

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| B.  | organized, competitive activities played at scheduled times and places. |

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| C.  | those activities that will enable athletes to win Olympic medals. |

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| **D.**  | a wide range of physical activities that are pleasurable for participants. |

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| 16. | Sports are social constructions. This means that they are

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| A.  | planned activities that make society more efficient. |

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| B.  | based on a foundation of socialist ideas. |

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| **C.**  | created by people as they interact with each other. |

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| D.  | unrelated to political and economic factors in society. |

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| 17. | When sociologists say that sports are "contested activities," they mean that

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| A.  | all sports involve some form of contest or competition. |

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| B.  | sports exist to enable people to have contests with each other. |

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| C.  | people in any society must compete with each other to play sports. |

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| **D.**  | people may struggle over what sports are and who should play them. |

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| 18. | One of the most hotly contested aspects of sports in society is

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| **A.**  | who plays sports under what conditions. |

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| B.  | whether scientists should study sports. |

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| C.  | the process for making up rules in specific games. |

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| D.  | who can identify themselves athletes in relationships with others. |

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| 19. | Sport facilities and programs are most likely to be supported by government agencies and tax money when people see sports as

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| A.  | promoting the development of individuals. |

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| B.  | benefiting the expansion of particular businesses. |

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| **C.**  | contributing to the common good. |

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| D.  | reaffirming the status quo. |

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| 20. | According to the author, one of the problems with a single definition of sport is that it might lead some sociologists to

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| **A.**  | ignore people who lack the resources to formally organize their games. |

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| B.  | ask too many critical questions and destroy the enjoyment of sports. |

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| C.  | focus too much attention on the games of people in low income groups. |

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| D.  | ignore the political importance of sports in society. |

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| 21. | The definition of sports in any particular context usually represents the ideas and interests of

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| A.  | the average person in that context. |

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| **B.**  | some people more than others. |

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| C.  | young people. |

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| D.  | physical educators. |

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| 22. | Which of the following is LEAST likely to be studied by someone in the sociology of sport?

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| **A.**  | The physical demands associated with individual and team sports. |

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| B.  | The relationship between sports and religion. |

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| C.  | The ways that sports are included into social life. |

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| D.  | The forms and meanings of sports from one group to another. |

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| 23. | The great sport myth is based on the belief that

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| A.  | people are genetically wired to play sports. |

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| B.  | sports are more socially important than religion. |

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| C.  | people prefer sports over religion as a source personal meaning. |

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| **D.**  | sport is essentially pure and good. |

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| 24. | Widespread acceptance of the great sport myth leads people to

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| A.  | play sports even when they don't find them enjoyable. |

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| **B.**  | see little need to study sports from a critical perspective. |

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| C.  | seek ways to change and improve sports. |

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| D.  | define sports as wars without weapons. |

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| 25. | Using sociology of sport knowledge to produce positive outcomes is most likely when

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| A.  | people realize that science is an objective enterprise. |

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| B.  | sports are seen as essentially pure and good. |

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| **C.**  | it is combined with critical thinking. |

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| D.  | it is combined with market forces. |

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| 26. | After reading *Sports* *in* *Society* the author hopes that people will

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| A.  | create sports that are not influenced by politics or economics. |

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| B.  | understand what it takes to be successful athletes today. |

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| **C.**  | make informed choices about sports in their lives and their society. |

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| D.  | develop research projects that are truly objective. |

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| 27. | When sociologists study sports in society, their recommendations are sometimes controversial because they may call for changes in the

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| A.  | personal characteristics of the people who participate in sports. |

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| **B.**  | structure and organization of sports and society. |

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| C.  | media strategies used to cover sport programs and athletes. |

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| D.  | strategies that athletes use to promote their own interests. |

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| 28. | When the sociology of sport is used to study sport participation among women, the primary focus would likely be on

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| A.  | the physical skills of women compared to men. |

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| B.  | the need for women to take sports more seriously. |

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| **C.**  | women's access to the time and resources needed to play sports. |

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| D.  | the ability of women to grasp the complex rules that exist in many sports. |

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| 29. | The author explains that a sociological approach to studying sports

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| **A.**  | will grow if it produces knowledge that is useful to many people. |

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| B.  | is useless when it is critical and idealistic. |

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| C.  | produces knowledge that enables athletes to train more effectively. |

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| D.  | is useful because it proves that sport has essential and unchanging qualities. |

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| 30. | Sports are logical topics for sociologists to study because

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| A.  | sports are more important than families are for most people. |

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| B.  | media coverage has distorted the meaning and purpose of sports. |

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| **C.**  | sports are such a pervasive part of many people's lives today. |

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| D.  | nearly everyone in the world plays sports on a regular basis. |

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| 31. | The author explains that we should study sports as parts of the social world because sports are

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| **A.**  | closely connected with important ideas and meanings in social life. |

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| B.  | the only activities that keep people fit and healthy. |

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| C.  | truly democratic activities unrelated to social class and social inequality. |

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| D.  | too often ignored by mainstream media around the world. |

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| 32. | Which of the following is a FALSE statement about ideologies?

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| A.  | Ideologies consist of ideas that people use to give meaning to the world. |

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| **B.**  | Ideologies are stable and unchanging cultural perspectives. |

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| C.  | Ideologies refer to the principles that underlie people's feelings and actions. |

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| D.  | Ideologies emerge as people struggle over how to make sense of the world. |

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| 33. | When sociologists study ideologies, they focus on

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| A.  | the social characteristics of extremist groups. |

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| **B.**  | webs of shared ideas and beliefs that people use to make sense of the world. |

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| C.  | how people struggle to dominate each other in social groups. |

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| D.  | beliefs and orientations that are grounded in human biology. |

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| 34. | Gender ideology refers to

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| A.  | ideas and beliefs based on scientific research about gender. |

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| B.  | idealized definitions of how boys and girls ought to be raised. |

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| **C.**  | ideas and beliefs about masculinity and femininity. |

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| D.  | the biological origins of manhood and womanhood. |

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| 35. | Dominant gender ideology in most societies has traditionally emphasized that

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| **A.**  | female inferiority in sports is based in nature. |

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| B.  | women are naturally more aggressive than men. |

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| C.  | girls and boys should learn to play sports together. |

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| D.  | competent women athletes are sexually attractive. |

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| 36. | When a coach accuses male players of not playing well by saying that they "play like girls," his statement is most likely to motivate the players if they

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| A.  | have sisters who are athletes. |

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| **B.**  | accept dominant gender ideology. |

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| C.  | believe that neither men nor women are naturally superior to each other. |

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| D.  | have lesbian friends who are athletes. |

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| 37. | When girls and women first challenged dominant gender ideology by entering the male world of sports, they were

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| A.  | defined by most people as heroic. |

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| B.  | seen as sexually attractive. |

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| C.  | welcomed by men. |

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| **D.**  | demonized as abnormal and immoral. |

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| 38. | Racial ideology refers to

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| A.  | ideas and beliefs that are based on research about race. |

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| B.  | idealized definitions of how blacks and whites should treat each other. |

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| C.  | the biological factors that make people different from each other. |

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| **D.**  | ideas and beliefs that people use to give meaning to skin color. |

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| 39. | Social class ideology in the United States is organized around

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| A.  | ideas and beliefs about what is defined as "cool" in society. |

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| B.  | a generalized belief that people either have class or they don't. |

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| **C.**  | the idea income and wealth inequality is normal a belief in meritocracy. |

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| D.  | a denial that there are real economic differences between people. |

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| 40. | Ableist ideology is used to

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| A.  | promote the idea that variations in ability are normal and natural. |

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| B.  | undermine the general perspective of ableism. |

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| **C.**  | identify people as disabled. |

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| D.  | create accessible physical environments. |

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| 41. | Ideologies are different than the ideas and beliefs of individuals because they

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| A.  | are likely to change more rapidly than individuals ideas and beliefs. |

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| **B.**  | influence organization of social worlds. |

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| C.  | are never taken for granted by people. |

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| D.  | emphasize equality among all people. |

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| 42. | The connections between ideologies and sports are

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| **A.**  | complex. |

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| B.  | unchanging. |

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| C.  | meaningless. |

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| D.  | based on irrationality. |

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| 43. | While discussing sports and major spheres of social life, the author notes that

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| A.  | sports usually affect family life in negative ways. |

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| **B.**  | new social media have changed the way fans consume sports. |

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| C.  | sports are becoming less commercialized around the world today. |

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| D.  | sports are related to the economy but not to politics or religion. |

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| 44. | When the author says that the human body is social, this means that

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| A.  | muscular bodies have always been defined in positive ways. |

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| B.  | all bodies are basically the same from one culture to another. |

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| C.  | bodies have an essential physical quality that never changes. |

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| **D.**  | meanings given to the body and body parts change over time. |

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| 45. | When people in a society generally see the body as machine and sport as performance, it is likely that

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| A.  | they will focus on bodily pleasure and joy in sports. |

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| **B.**  | athletes will use technology to control and manage their bodies. |

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| C.  | there will be no need for drug testing in sports. |

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| D.  | people will view their bodies as unchangeable and beautiful. |

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