True / False

1. Sociologists are in agreement that sociological research can and should be value free.
   a. True
   b. False

ANSWER:	False
REFERENCES:	6
LEARNING OBJECTIVES:	SIOT.KEND.18.1-1 - Define sociology and explain how it can contribute to our understanding of social life.
TOPICS:	Factual
NOTES:	Pickup Rejoinder: Some sociologists do not believe it is possible or even desirable to be completely value free in one's research.

2. Sociologists understand that there are multiple causes and effects of social issues.
   a. True
   b. False

ANSWER:	True
REFERENCES:	6
LEARNING OBJECTIVES:	SIOT.KEND.18.1-1 - Define sociology and explain how it can contribute to our understanding of social life.
TOPICS:	Factual
NOTES:	Pickup

3. The sociological imagination helps us place personal troubles, such as losing our job or attempting suicide, into a larger social context, where we can distinguish whether and how personal troubles may be related to public issues.
   a. True
   b. False

ANSWER:	True
REFERENCES:	6
LEARNING OBJECTIVES:	SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
TOPICS:	Conceptual
NOTES:	Pickup

4. Middle-income countries are nations with highly industrialized economies; technologically advanced industrial, administrative, and service occupations; and relatively high levels of national and personal income.
   a. True
   b. False

ANSWER:	False
REFERENCES:	9
LEARNING OBJECTIVES:	SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
TOPICS:	Conceptual
NOTES:	Pickup
	Rejoinder: This statement describes high-income countries. Middle-income countries are nations with industrializing economies, particularly in urban areas, and moderate levels of national and personal income.

5. European thinkers began making observations about human behavior during the eighteenth and nineteenth centuries.
   a. True
   b. False

ANSWER:	False
REFERENCES:	9
LEARNING OBJECTIVES:	SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
TOPICS:	Factual
NOTES:	New
	Rejoinder: While sociology did not emerge in Europe until the eighteenth and nineteenth centuries, social philosophers and religious authorities have made countless observations about human behavior throughout history.

6. Like Auguste Comte, British social theorist Herbert Spencer was strongly influenced by the turmoil of the French Revolution.
   a. True
   b. False

ANSWER:	False
REFERENCES:	11
LEARNING OBJECTIVES:	SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
TOPICS:	Factual
NOTES:	New
	Rejoinder: Spencer was born in a more peaceful and optimistic period in his country's history.

7. The early sociologists were in agreement that human behavior could be studied using the same techniques used in the natural sciences.
   a. True
   b. False

ANSWER:	False
REFERENCES:	11
LEARNING OBJECTIVES:	SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
TOPICS:	Factual
NOTES:	New
	Rejoinder: Both Comte and Spencer were criticized for their overemphasis on application of natural science methods. Critics argued that human behavior could not be studied using these same techniques.

8. According to Durkheim, social facts can only be explained by other social facts.
   a. True
   b. False

ANSWER:	True
REFERENCES:	12
LEARNING OBJECTIVES:	SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
TOPICS:	Conceptual
NOTES:	Pickup

9. Although he founded functionalism and its emphasis on social order, sociologist Emile Durkheim observed that rapid social change and a more specialized division of labor produced strains leading to a breakdown in traditional organization, values, and authority.
   a. True
   b. False

ANSWER:	True
REFERENCES:	12
LEARNING OBJECTIVES:	SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
TOPICS:	Conceptual
NOTES:	Pickup

10. Because of his radical views and emphasis on social action, not just the study of society, Karl Marx's work has been largely discredited today.
    a. True
    b. False

ANSWER:	False
REFERENCES:	12
LEARNING OBJECTIVES:	SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
TOPICS:	Factual
NOTES:	Pickup
	Rejoinder: Marx is still considered one of the most profound sociological thinkers.

11. In regard to negative consequences of industrial society, sociologist Max Weber was more concerned about the impact of rational bureaucracy than of class struggle.
    a. True
    b. False

ANSWER:	True
REFERENCES:	13
LEARNING OBJECTIVES:	SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
TOPICS:	Factual
NOTES:	Pickup

12. German sociologist Georg Simmel concluded that industrialization created greater equality, thus minimizing class conflict.
    a. True
    b. False

ANSWER:	True
REFERENCES:	13
LEARNING OBJECTIVES:	SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
TOPICS:	New
NOTES:	New
	Rejoinder: On the contrary, he concluded that class conflict was becoming more pronounced in modern industrial societies.

13. The first department of sociology in the United States was established at the University of Chicago, where the faculty was instrumental in starting the American Sociological Society (now known as the American Sociological Association).
    a. True
    b. False

    ANSWER: True
    REFERENCES: 14
    LEARNING OBJECTIVES: SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
    TOPICS: Factual
    NOTES: Pickup

14. Sociologist George Herbert Mead was one of the first scholars to note that a dual heritage creates conflict for people of color. He called this duality double-consciousness—the identity conflict of being black and American.
    a. True
    b. False

    ANSWER: False
    REFERENCES: 14
    LEARNING OBJECTIVES: SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
    TOPICS: Factual
    NOTES: Pickup
                           Rejoinder: This was the work of W. E. B. Du Bois.

15. All sociological theories and theorists may be categorized as functionalist, conflict, or symbolic interactionist.
    a. True
    b. False

    ANSWER: False
    REFERENCES: 14
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Conceptual
    NOTES: Pickup
                           Rejoinder: Not all theories and theorists fit neatly into one of these three perspectives.

16. According to the functionalist perspective, societies develop social structures (institutions) that persist because they play a part in helping society survive. These institutions include the family, education, government, religion, and the economy.
    a. True
    b. False

ANSWER:	True
REFERENCES:	15
LEARNING OBJECTIVES:	SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
TOPICS:	Conceptual
NOTES:	Pickup

17. Sociologist Talcott Parsons suggested that the division of household labor between husband and wife is one of the fundamental sources of conflict in industrialized societies.
    a. True
    b. False

ANSWER:	False
REFERENCES:	15
LEARNING OBJECTIVES:	SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
TOPICS:	Conceptual
NOTES:	Pickup Rejoinder: Parsons argued that the roles for men and women are complementary and contribute to the stability of society. Expressive tasks are performed by the wife/mother; the husband/father performs the instrumental tasks, which involve leadership and decision-making responsibilities in the home and employment outside the home to support the family.

18. Sociologist Robert K. Merton stated that in order for social institutions and other social units to be considered functional, their functions must be intended and recognized by all participants.
    a. True
    b. False

ANSWER:	False
REFERENCES:	15
LEARNING OBJECTIVES:	SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
TOPICS:	Conceptual
NOTES:	Pickup Rejoinder: Merton used the term latent function to refer to functions that exist and that are not intended or recognized by the participants.

19. All conflict theorists regard race/ethnicity conflict as the central and most important source of social change.
    a. True
    b. False

ANSWER:	False
REFERENCES:	16
LEARNING OBJECTIVES:	SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
TOPICS:	Factual
NOTES:	Modified
	Rejoinder: Other conflict theorists focus on class and/or gender as sources of conflict and change.

20. All of the major theoretical perspectives in sociology focus analysis at the macrolevel, examining whole societies, large-scale social structures, and social systems.
    a. True
    b. False

ANSWER:	False
REFERENCES:	17
LEARNING OBJECTIVES:	SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
TOPICS:	Conceptual
NOTES:	Pickup
	Rejoinder: Conflict and functionalist perspectives focus on macrolevel analysis; however, the symbolic interactionist perspective is based on microlevel analysis.

21. Quantitative research and qualitative research both follow the same research model.
    a. True
    b. False

ANSWER:	False
REFERENCES:	19
LEARNING OBJECTIVES:	SIOT.KEND.18.1-6 - Explain why sociological research is necessary and how it challenges our commonsense beliefs about pressing social issues such as suicide.
TOPICS:	Factual
NOTES:	Pickup
	Rejoinder: Qualitative research follows an alternative model in which gathering and analyzing of data are done concurrently, unlike in quantitative research.

22. Sociological studies on suicide that analyze the contents of suicide notes to look for recurring patterns and themes are examples of qualitative research.
    a. True
    b. False

ANSWER:	True
REFERENCES:	21
LEARNING OBJECTIVES:	SIOT.KEND.18.1-6 - Explain why sociological research is necessary and how it challenges our commonsense beliefs about pressing social issues such as suicide.
TOPICS:	Factual
NOTES:	New

23. A broken thermometer that measures the same temperature every day lacks both reliability and validity.
    a. True
    b. False

ANSWER:	False
REFERENCES:	23
LEARNING OBJECTIVES:	SIOT.KEND.18.1-7 - Distinguish between quantitative research and qualitative research, and identify the steps in each method.
TOPICS:	Conceptual
NOTES:	Pickup
	Rejoinder: If the thermometer yields consistent results, it may be said to be reliable, even though it lacks validity. It is not a valid measure of temperature, despite its consistent and reliable readings.

24. A strength of survey research is that it forces respondents to provide self-reported information, which is generally considered more reliable and valid than information gathered by third-party observation.
    a. True
    b. False

ANSWER:	False
REFERENCES:	27
LEARNING OBJECTIVES:	SIOT.KEND.18.1-8 - Describe survey research and briefly discuss three types of surveys.
TOPICS:	Conceptual
NOTES:	New
	Rejoinder: Some respondents may be less than truthful when answering survey questions, especially on emotionally charged issues such as suicide.

Multiple Choice

25. Sociology is defined as the _____.
    a. systematic study of human society and social interaction
    b. analysis of deviant groups and individuals
    c. scientific analysis of premodern people
    d. academic discipline that examines individual human behavior

    ANSWER: a
    REFERENCES: 4
    LEARNING OBJECTIVES: SIOT.KEND.18.1-1 - Define sociology and explain how it can contribute to our understanding of social life.
    TOPICS: Conceptual
    NOTES: Pickup

26. A _____ is a large social grouping that shares the same geographical territory and is subject to the same political authority and dominant cultural expectations.
    a. culture
    b. society
    c. nation
    d. country

    ANSWER: b
    REFERENCES: 5
    LEARNING OBJECTIVES: SIOT.KEND.18.1-1 - Define sociology and explain how it can contribute to our understanding of social life.
    TOPICS: Conceptual
    NOTES: Pickup

27. When studying the problem of suicide, sociologists are most interested in explaining its _____.
    a. psychological dimensions
    b. relationship to the individual
    c. recurring patterns
    d. media coverage

    ANSWER: c
    REFERENCES: 6
    LEARNING OBJECTIVES: SIOT.KEND.18.1-1 - Define sociology and explain how it can contribute to our understanding of social life.
    TOPICS: Conceptual
    NOTES: Modified

28. _____ refers to the fact that the lives of people everywhere are intertwined closely so that one nation's problems are part of a much larger global context.
    a. Societal cohesiveness
    b. Universal cooperation
    c. Global interdependence
    d. International interlock

    ANSWER: c
    REFERENCES: 5
    LEARNING OBJECTIVES: SIOT.KEND.18.1-1 - Define sociology and explain how it can contribute to our understanding of social life.
    TOPICS: Conceptual
    NOTES: Pickup

29. People throughout the world share the same biosphere; environmental pollution in one area may have an adverse effect on people in other places. This makes environmental problems an example of _____.
    a. commonsense knowledge
    b. universal cooperation
    c. the sociological imagination
    d. global interdependence

    ANSWER: d
    REFERENCES: 5
    LEARNING OBJECTIVES: SIOT.KEND.18.1-1 - Define sociology and explain how it can contribute to our understanding of social life.
    TOPICS: Conceptual
    NOTES: Modified

30. Which of these is *not* part of the sociological approach to the study of society and social interaction?
    a. systematic research techniques
    b. presentation of research findings
    c. search for patterns in human behavior
    d. application of commonsense or everyday understandings

    ANSWER: d
    REFERENCES: 6
    LEARNING OBJECTIVES: SIOT.KEND.18.1-1 - Define sociology and explain how it can contribute to our understanding of social life.
    TOPICS: Conceptual
    NOTES: New

31. Sociologist C. Wright Mills coined the term _____ for the ability to see the relationship between individual experiences and the larger society.
    a. conflict perception
    b. sociological imagination
    c. reality perception
    d. symbolic interaction approach

    ANSWER: b
    REFERENCES: 6
    LEARNING OBJECTIVES: SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
    TOPICS: Conceptual
    NOTES: Pickup

32. According to Mills, the sociological imagination enables one to distinguish between personal troubles that must be solved within the immediate social setting and _____ that affect large numbers of people and often require solutions at the societal level.
    a. unimportant troubles
    b. non-private difficulties
    c. public issues
    d. societal dysfunctions

    ANSWER: c
    REFERENCES: 6
    LEARNING OBJECTIVES: SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
    TOPICS: Conceptual
    NOTES: Pickup

33. One couple's inability to keep their marriage intact may be an example of a _____, whereas widespread divorce as a result of changes in the economy or other social factors is an example of a _____.
    a. dysfunction; psychological difficulty
    b. personal trouble; public issue
    c. psychological difficulty; private issue
    d. public issue; personal trouble

    ANSWER: b
    REFERENCES: 6
    LEARNING OBJECTIVES: SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
    TOPICS: Conceptual
    NOTES: Modified

34. Emile Durkheim refused to accept that suicide was merely a(n) _____.
   a. personal trouble
   b. interdependence issue
   c. public issue
   d. societal dysfunction

   ANSWER: a
   REFERENCES: 8
   LEARNING OBJECTIVES: SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
   TOPICS: Factual
   NOTES: New

35. Which of these groups has the *highest* rate of suicide?
   a. males in low-income countries
   b. females in low-income countries
   c. males in high-income countries
   d. females in high-income countries

   ANSWER: c
   REFERENCES: 9
   LEARNING OBJECTIVES: SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
   TOPICS: Factual
   NOTES: New

36. The world's _____ countries are nations with highly industrialized economies; technologically advanced industrial, administrative, and service occupations; and relatively high levels of national and personal income.
   a. high-income
   b. middle-income
   c. low-income
   d. semi-periphery

   ANSWER: a
   REFERENCES: 8
   LEARNING OBJECTIVES: SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
   TOPICS: Conceptual
   NOTES: Pickup

37. Many of the nations of Africa and Asia are considered examples of _____.
    a. middle-income countries
    b. periphery countries
    c. high-income countries
    d. low-income countries

    ANSWER: d
    REFERENCES: 8
    LEARNING OBJECTIVES: SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
    TOPICS: Applied
    NOTES: Modified

38. A significant difference between high- and low-income countries is that low-income countries tend to be _____.
    a. more industrialized
    b. more agrarian
    c. less populated
    d. smaller

    ANSWER: b
    REFERENCES: 8
    LEARNING OBJECTIVES: SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
    TOPICS: Factual
    NOTES: Pickup

39. _____ is a socially constructed concept used by many people to specify groups of people based on physical characteristics such as skin color.
    a. Ethnicity
    b. Nationality
    c. Race
    d. Genealogy

    ANSWER: c
    REFERENCES: 8
    LEARNING OBJECTIVES: SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
    TOPICS: Conceptual
    NOTES: Modified

40. The cultural heritage or identity of a group, based on factors such as language or country of origin, is termed _____.
   a. ethnicity
   b. religion
   c. race
   d. genealogy

   ANSWER: a
   REFERENCES: 9
   LEARNING OBJECTIVES: SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
   TOPICS: Conceptual
   NOTES: Pickup

41. Sociologists use the term _____ to refer to the relative location of a person or group within the larger society, based on wealth, power, prestige, or other valued resources.
   a. caste
   b. class
   c. ethnicity
   d. ranking

   ANSWER: b
   REFERENCES: 9
   LEARNING OBJECTIVES: SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
   TOPICS: Conceptual
   NOTES: Pickup

42. The term _____ refers to the meanings, beliefs, and practices associated with sex differences.
   a. sex
   b. biology
   c. gender
   d. sociobiology

   ANSWER: c
   REFERENCES: 9
   LEARNING OBJECTIVES: SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
   TOPICS: Conceptual
   NOTES: New

43. Barbara was born female, which refers to her _____; she acts very feminine, which refers to her _____.
   a. gender; sex
   b. biology; sociobiology
   c. sex; gender
   d. genealogy; sex

   ANSWER: c
   REFERENCES: 9
   LEARNING OBJECTIVES: SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
   TOPICS: Conceptual
   NOTES: Modified

44. Interest in the systematic study of people's behavior and ideas took hold during the nineteenth century primarily in response to _____.
   a. the agricultural revolution
   b. industrialization and urbanization
   c. enlightenment and new forms of religion
   d. increases in rural poverty

   ANSWER: b
   REFERENCES: 9
   LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
   TOPICS: Factual
   NOTES: Pickup

45. _____ refers to the process by which an increasing number of people live in cities rather than rural areas.
   a. Ruralization
   b. Urbanization
   c. Suburbanization
   d. Industrialization

   ANSWER: d
   REFERENCES: 10
   LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
   TOPICS: Conceptual
   NOTES: New

46. During the _____, massive social changes occurred as technological innovations shifted the economic base of countries in Europe, and later the United States, from agriculture to manufacturing.
   a. Renaissance
   b. Industrial Revolution
   c. Age of Enlightenment
   d. Neolithic Revolution

   ANSWER: b
   REFERENCES: 10
   LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
   TOPICS: Factual
   NOTES: Modified

47. The Industrial Revolution began in _____ between 1760 and 1850.
   a. Great Britain
   b. the United States
   c. Western Europe
   d. Japan

   ANSWER: a
   REFERENCES: 10
   LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
   TOPICS: Factual
   NOTES: New

48. Which of these is *not* a change brought on by industrialization and urbanization?
   a. a rapid increase in the number and size of cities
   b. a shift from agriculture to industrial manufacturing
   c. people changing from being consumers to being producers
   d. the need for wages to buy food and lodging

   ANSWER: c
   REFERENCES: 10
   LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
   TOPICS: Factual
   NOTES: Pickup

49. French philosopher Auguste Comte's philosophy, the belief that the world can best be understood through scientific inquiry, became known as _____,
   a. absolutism
   b. positivism
   c. functionalism
   d. specific methodology

   ANSWER: b
   REFERENCES: 10
   LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
   TOPICS: Factual
   NOTES: Pickup

50. Comte believed that societies are made up of social statics, or forces for order and stability, as well as _____ or forces for social change.
   a. social facts
   b. social dynamics
   c. social mores
   d. social symbols

   ANSWER: b
   REFERENCES: 10
   LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
   TOPICS: Factual
   NOTES: Modified

51. British sociologist _____ translated and condensed Comte's work and was noted for her study of social customs in Great Britain and the United States.
   a. Emily Durkheim
   b. Jane Addams
   c. Harriet Martineau
   d. Sarah Spencer

   ANSWER: c
   REFERENCES: 11
   LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
   TOPICS: Factual
   NOTES: Pickup

52. In her work, sociologist Harriet Martineau was a strong advocate for_____.
    a. building a stronger middle class
    b. the importance of cultural relativism
    c. recognizing the forces for stability and change in society
    d. social equality and reform

    ANSWER: d
    REFERENCES: 11
    LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking
                            developed.
    TOPICS: Factual
    NOTES: Pickup

53. Based on British social theorist Herbert Spencer's theory, _____ is the belief that those species of animals,
    including human beings, that are the most adapted to their environment will survive and prosper, whereas those that
    are poorly adapted will eventually die out.
    a. social Darwinism
    b. social eugenics
    c. social statics and dynamics
    d. social relativism

    ANSWER: a
    REFERENCES: 11
    LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking
                            developed.
    TOPICS: Conceptual
    NOTES: Pickup

54. Which of these early scientific thinkers first used the phrase "survival of the fittest" to explain his theory of society?
    a. Karl Marx
    b. Emile Durkheim
    c. Auguste Comte
    d. Herbert Spencer

    ANSWER: d
    REFERENCES: 11
    LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking
                            developed.
    TOPICS: Factual
    NOTES: Pickup

55. A major criticism of Spencer's theory of social Darwinism is that _____ .

    a. other biological organizations exercise more control over their environments than do humans

    b. it may be used to justify racial/ethnic, gender, and class inequalities in society

    c. it explains society in an era that is less tumultuous than that of the Industrial Revolution

    d. he plagiarized the work of Charles Darwin

ANSWER:	b
REFERENCES:	12
LEARNING OBJECTIVES:	SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
TOPICS:	Conceptual
NOTES:	Pickup

56. French sociologist Emile Durkheim coined the term _____ to refer to the patterns of acting, thinking, and feeling that exist outside any one individual but that exert social control over every person in society.

    a. social statics

    b. social facts

    c. sociological imagination

    d. sociological generalizations

ANSWER:	b
REFERENCES:	12
LEARNING OBJECTIVES:	SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
TOPICS:	Conceptual
NOTES:	Modified

57. Durkheim believed that the limits of social behavior _____.

    a. are socially based, not biologically based

    b. depend primarily on physical characteristics

    c. are best understood as individual dysfunction

    d. result mainly from cultural conflict

ANSWER:	a
REFERENCES:	11
LEARNING OBJECTIVES:	SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
TOPICS:	Conceptual
NOTES:	New

58. Durkheim used the term _____ for the condition in which social control becomes ineffective as a result of the loss of shared values and a sense of purpose in society.

a. social disorganization

b. social dysfunctionalism

c. cultural breakdown

d. anomie

ANSWER: d

REFERENCES: 12

LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.

TOPICS: Conceptual

NOTES: Pickup

59. The basis for Durkheim's theory of society is the principle that _____.

a. people are the products of their social environments

b. the evolution of society is based on the concept of "survival of the fittest"

c. society consists of the dual processes of social statics and social dynamics

d. conflict between different economic classes is necessary to produce social change

ANSWER: a

REFERENCES: 12

LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.

TOPICS: Conceptual

NOTES: Modified

60. Critics of Durkheim have argued that _____.

a. his work is of little sociological value or importance

b. he focused too heavily on social inequality and social change

c. his emphasis on structure overlooks the meanings that social phenomena hold for people

d. he was not systematic, and therefore not scientific in his approach to the study of society

ANSWER: c

REFERENCES: 12

LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.

TOPICS: Conceptual

NOTES: Pickup

61. The basis for Marx's theory of society is the belief that _____.
    a. people are the products of their social environments
    b. the evolution of society is based on the concept of "survival of the fittest"
    c. society is comprised of the dual processes of social statics and social dynamics
    d. conflict between different economic classes is necessary to produce social change

ANSWER:	d
REFERENCES:	12
LEARNING OBJECTIVES:	SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
TOPICS:	Conceptual
NOTES:	Pickup

62. In the Marxian framework, the _____ consist of those who sell their labor because they have no other way to earn a living.
    a. *bourgeoisie*
    b. capitalist class
    c. proletariat class
    d. *laissez-faire* class

ANSWER:	a
REFERENCES:	12
LEARNING OBJECTIVES:	SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
TOPICS:	Conceptual
NOTES:	New

63. Marx termed the tools, land, factories, and money for investment that form the economic basis of a society the _____.
    a. means of production
    b. instruments of capitalism
    c. trappings of the bourgeoisie
    d. factory system

ANSWER:	a
REFERENCES:	12
LEARNING OBJECTIVES:	SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
TOPICS:	Conceptual
NOTES:	Pickup

64. Tom works on the assembly line at the local Ford automobile factory. According to Marx, Tom would be considered a member of the _____ because he does not own the means of production.
    a. *bourgeoisie*
    b. *petite bourgeoisie*
    c. proletariat class
    d. *laissez-faire* class

    ANSWER: c
    REFERENCES: 12
    LEARNING OBJECTIVES: SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
    TOPICS: Applied
    NOTES: Pickup

65. Marx argued that when workers are paid less than the value of their labor, this exploitation results in _____, a feeling of powerlessness and estrangement from other people and from oneself.
    a. class conflict
    b. alienation
    c. *anomie*
    d. *bourgeoisie*

    ANSWER: b
    REFERENCES: 12
    LEARNING OBJECTIVES: SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
    TOPICS: Conceptual
    NOTES: Pickup

66. A central tenet of Karl Marx's view was his _____.
    a. belief that society must be changed
    b. idea that sociology must be value free
    c. emphasis on race and gender
    d. strong advocacy of stability and order

    ANSWER: a
    REFERENCES: 12
    LEARNING OBJECTIVES: SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
    TOPICS: Conceptual
    NOTES: New

67. Unlike others who believed that values could not be separated from the research process, German social scientist _____ emphasized that sociology should be value free—conducted in a scientific manner to exclude the researcher's personal values and economic interests.
    a. Emile Durkheim
    b. Max Weber
    c. Karl Marx
    d. Herbert Spencer

ANSWER:	b
REFERENCES:	12
LEARNING OBJECTIVES:	SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
TOPICS:	Factual
NOTES:	Pickup

68. Which of these concepts is most comparable to the contemporary concept of the sociological imagination?
    a. *verstehen*
    b. positivism
    c. social Darwinism
    d. *anomie*

ANSWER:	a
REFERENCES:	13
LEARNING OBJECTIVES:	SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
TOPICS:	Conceptual
NOTES:	Pickup

69. Which of these is *not* part of the theoretical contributions of Max Weber?
    a. insights on women's issues
    b. being value free in one's research
    c. an emphasis on class struggle
    d. concern about the impact of bureaucracy

ANSWER:	c
REFERENCES:	13
LEARNING OBJECTIVES:	SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
TOPICS:	Conceptual
NOTES:	Modified

70. German sociologist Georg Simmel analyzed how social interactions vary depending on the _____. He concluded that interaction patterns differed between a dyad and a triad.
    a. sex of the social group
    b. size of the social group
    c. social class of the social group
    d. race of the social group

    ANSWER: b
    REFERENCES: 13
    LEARNING OBJECTIVES: SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
    TOPICS: Factual
    NOTES: Pickup

71. The first departments of sociology in the United States were established at the University of Chicago and at _____.
    a. the University of Michigan
    b. Columbia University
    c. Harvard
    d. Atlanta University

    ANSWER: d
    REFERENCES: 15
    LEARNING OBJECTIVES: SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
    TOPICS: Factual
    NOTES: New

72. Which of these sociologists is *not* considered a founder of sociological study within the United States?
    a. Jane Addams
    b. W. E. B. Du Bois
    c. Max Weber
    d. Robert Parks

    ANSWER: c
    REFERENCES: 15
    LEARNING OBJECTIVES: SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
    TOPICS: Factual
    NOTES: Pickup

73. The settlement house movement is most closely associated with _____.
    a. W.E.B. Du Bois
    b. Jane Addams
    c. Georg Simmel
    d. Harriet Martineau

    ANSWER: b
    REFERENCES: 14
    LEARNING OBJECTIVES: SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned
                             with social change.
    TOPICS: Factual
    NOTES: New

74. Sociologist W.E.B. Du Bois observed that a dual heritage creates conflict for people of color: an identity conflict of
    being black and American. Du Bois referred to this duality as _____.
    a. double-consciousness
    b. the dual-labor market
    c. the double bind
    d. functional conflict

    ANSWER: a
    REFERENCES: 14
    LEARNING OBJECTIVES: SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned
                             with social change.
    TOPICS: Conceptual
    NOTES: Pickup

75. A _____ is defined as a set of logically interrelated statements that attempts to describe, explain, and
    (occasionally) predict social events.
    a. hypothesis
    b. law
    c. theory
    d. generalization

    ANSWER: c
    REFERENCES: 14
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic
                             interactionist, and postmodern perspectives on social life in the twentieth and twenty-
                             first centuries.
    TOPICS: Conceptual
    NOTES: Pickup

76. _____ perspectives are based on the assumption that society is a stable, orderly system composed of interrelated parts, each of which (ideally) contributes to the overall stability of the society.
    a. Functionalist
    b. Conflict
    c. Interactionist
    d. Developmental

    ANSWER: a
    REFERENCES: 14
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Conceptual
    NOTES: Pickup

77. _____ states that societies develop social structures, or institutions, that persist because they play a part in helping society survive. These institutions include the family, education, government, religion, and the economy.
    a. Postmodernism
    b. Symbolic interactionism
    c. Conflict theory
    d. Functionalism

    ANSWER: d
    REFERENCES: 15
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Conceptual
    NOTES: Pickup

78. Functionalist Talcott Parsons suggested that complementary roles for men and women in the family contribute to social stability. The wife/mother performs the _____ tasks, which involve housework, caring for the children, and providing emotional support for the entire family.
    a. expressive
    b. instrumental
    c. reproductive
    d. interdependent

    ANSWER: a
    REFERENCES: 16
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Conceptual
    NOTES: Modified

79. Robert K. Merton defined a manifest function as one that _____.

    a. generates conflict between participants

    b. is intended by the participants

    c. creates a power imbalance between participants

    d. goes unacknowledged by the participants

ANSWER:	b
REFERENCES:	15
LEARNING OBJECTIVES:	SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
TOPICS:	Conceptual
NOTES:	New

80. Automobiles provide transportation and independence. They also cause a great deal of air pollution and contribute to global warming. Merton would consider these negative impacts to be _____.

    a. dysfunctions

    b. latent functions

    c. unavoidable functions

    d. manifest functions

ANSWER:	a
REFERENCES:	15
LEARNING OBJECTIVES:	SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
TOPICS:	Applied
NOTES:	Pickup

81. When students go away to college they often make lifelong friends and may even find their spouse. According to Robert Merton, this would be a(n) _____ function of education.

    a. manifest

    b. latent

    c. dysfunction

    d. affective

ANSWER:	b
REFERENCES:	15
LEARNING OBJECTIVES:	SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
TOPICS:	Applied
NOTES:	Pickup

82. Midori attends nursing school so that she can work in health care. Merton would consider this a _____ function of Midori's education.
    a. manifest
    b. latent
    c. dysfunction
    d. prerequisite

    ANSWER: a
    REFERENCES: 15
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Applied
    NOTES: Modified

83. A _____ of education in the United States is the perpetuation of gender, racial, and class inequalities, which contributes to a waste of potential talent and benefit for society.
    a. manifest function
    b. dysfunction
    c. latent function
    d. prerequisite function

    ANSWER: b
    REFERENCES: 16
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Conceptual
    NOTES: Pickup

84. A functionalist study has determined that _____ support was the most important factor in whether Air Force personnel experienced severe suicidal ideation.
    a. tangible
    b. companionship
    c. esteem
    d. appraisal

    ANSWER: c
    REFERENCES: 16
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Applied
    NOTES: New

85. According to the _____ perspective, groups in society are engaged in a continuous power struggle for control of scarce resources.
    a. functionalist
    b. interactionist
    c. conflict
    d. developmental

    ANSWER: c
    REFERENCES: 16
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Conceptual
    NOTES: Pickup

86. Analyzing the coal industry, which theoretical perspective would most likely look at the conflict of interests between coal companies and public health?
    a. functionalist
    b. interactionist
    c. conflict
    d. developmental

    ANSWER: c
    REFERENCES: 16
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Conceptual
    NOTES: Modified

87. Karl Marx and Max Weber were in agreement that _____ was at least one source of inequality in society.
    a. economic inequality
    b. gender inequality
    c. power
    d. prestige

    ANSWER: a
    REFERENCES: 16
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Conceptual
    NOTES: Pickup

88. C. Wright Mills used the term _____ in referring to a small clique composed of the top corporate, political, and military officials who hold the most power in society.
    a. oligarchy
    b. bureaucracy
    c. autocrats
    d. power elite

    ANSWER: d
    REFERENCES: 16
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Conceptual
    NOTES: Pickup

89. According to feminist theorists, we live in a(n) _____, a system in which men dominate women and in which things that are considered to be "male" or "masculine" are more highly valued than those considered to be "female" or "feminine."
    a. patriarchy
    b. autocracy
    c. matriarchy
    d. oligarchy

    ANSWER: a
    REFERENCES: 17
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Conceptual
    NOTES: Pickup

90. A _____ analysis examines whole societies, large-scale social structures, and social systems.
    a. macrolevel
    b. metalevel
    c. microlevel
    d. mesolevel

    ANSWER: a
    REFERENCES: 17
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Conceptual
    NOTES: Pickup

91. A _____ analysis focuses on small groups rather than large-scale social structures.
    a. macrolevel
    b. mesolevel
    c. microlevel
    d. metalevel

    ANSWER: c
    REFERENCES: 17
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic
                            interactionist, and postmodern perspectives on social life in the twentieth and twenty-
                            first centuries.
    TOPICS: Conceptual
    NOTES: Pickup

92. According to the _____ perspective, society is the sum of the interactions of individuals and groups.
    a. functionalist
    b. conflict
    c. postmodern
    d. symbolic interactionist

    ANSWER: d
    REFERENCES: 18
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic
                            interactionist, and postmodern perspectives on social life in the twentieth and twenty-
                            first centuries.
    TOPICS: Conceptual
    NOTES: Pickup

93. A _____ is anything that meaningfully represents something else and includes signs, gestures, written
    language, and shared values.
    a. symbol
    b. sociological construct
    c. theory
    d. myth

    ANSWER: a
    REFERENCES: 18
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic
                            interactionist, and postmodern perspectives on social life in the twentieth and twenty-
                            first centuries.
    TOPICS: Conceptual
    NOTES: Modified

94. Breanna believes that Jarrod is upset with her because she interprets his tone of voice as angry. Although Jarrod states that he is not angry, from a symbolic interactionist perspective it is Breanna's _____ of the situation that is most real or believable to her.
    a. prior knowledge
    b. interpretation
    c. trust
    d. imagination

    ANSWER: b
    REFERENCES: 18
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Applied
    NOTES: Pickup

95. Social-class pressures may affect rates of suicide among young people. This view is consistent with the _____ perspective.
    a. conflict theory
    b. postmodern
    c. functionalist
    d. symbolic interactionist

    ANSWER: a
    REFERENCES: 17
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Conceptual
    NOTES: New

96. According to the _____ perspective, the classical theories have been unsuccessful in explaining social life in contemporary societies that are characterized by postindustrialization, consumerism, and global communications.
    a. functionalist
    b. conflict
    c. symbolic interactionist
    d. postmodern

    ANSWER: d
    REFERENCES: 18
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Conceptual
    NOTES: Pickup

97. In a study of education in the United States, _____ would look at the role the schools play in maintaining the social system as a whole; how education provides the young with skills they need later in life; and how education transmits cultural values from one generation to the next.
    a. symbolic interactionists
    b. postmodern theorists
    c. functionalists
    d. conflict theorists

    ANSWER: c
    REFERENCES: 18
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Applied
    NOTES: Pickup

98. In a study of education in the United States, _____ would emphasize the daily activities and the various forms of communication between teachers and students. They would also examine the influence of peer groups and look at the reaction when school rules are either broken or followed.
    a. conflict theorists
    b. symbolic interactionists
    c. postmodern theorists
    d. functionalists

    ANSWER: b
    REFERENCES: 18
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Applied
    NOTES: Pickup

99. In a study of homelessness in American society, _____ would emphasize the struggle between social classes, especially how the policies of the wealthy protect their interests while pushing certain groups into unemployment and homelessness.
    a. conflict theorists
    b. functionalists
    c. symbolic interactionists
    d. postmodern theorists

    ANSWER: a
    REFERENCES: 17
    LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
    TOPICS: Applied
    NOTES: Pickup

100. Sociologists obtain their knowledge of human behavior through _____, which is the process of systematically collecting information for the purpose of testing an existing theory or generating a new one.
a. commonsense thinking
b. research
c. systematic speculation
d. scientific laws

ANSWER: b
REFERENCES: 19
LEARNING OBJECTIVES: SIOT.KEND.18.1-6 - Explain why sociological research is necessary and how it challenges our commonsense beliefs about pressing social issues such as suicide.
TOPICS: Factual
NOTES: Pickup

101. With _____ research, the goal is scientific objectivity, and the focus is on data that can be measured numerically.
a. qualitative
b. observational
c. quantitative
d. explanatory

ANSWER: c
REFERENCES: 19
LEARNING OBJECTIVES: SIOT.KEND.18.1-6 - Explain why sociological research is necessary and how it challenges our commonsense beliefs about pressing social issues such as suicide.
TOPICS: Factual
NOTES: Pickup

102. Researchers in one study found that Latinos/as consistently had lower suicide rates than whites, especially when they remained strongly attached to others in the Hispanic community. This is an example of _____.
a. observational research
b. quantitative research
c. explanatory research
d. qualitative research

ANSWER: b
REFERENCES: 19
LEARNING OBJECTIVES: SIOT.KEND.18.1-6 - Explain why sociological research is necessary and how it challenges our commonsense beliefs about pressing social issues such as suicide.
TOPICS: Applied
NOTES: New

103. With _____ research, interpretative description (words) rather than statistics (numbers) are used to analyze underlying meanings and patterns of social relationships.
    a. qualitative
    b. observational
    c. quantitative
    d. explanatory

ANSWER:	a
REFERENCES:	20
LEARNING OBJECTIVES:	SIOT.KEND.18.1-6 - Explain why sociological research is necessary and how it challenges our commonsense beliefs about pressing social issues such as suicide.
TOPICS:	Conceptual
NOTES:	Pickup

104. Researchers in one study systematically analyzed the contents of the notes of suicide victims to determine recurring themes, such as feelings of despair or failure. They hoped to determine if any patterns could be found that would help in understanding why people might kill themselves. This is an example of _____.
    a. functionalist research
    b. qualitative research
    c. postmodern research
    d. quantitative research

ANSWER:	b
REFERENCES:	20
LEARNING OBJECTIVES:	SIOT.KEND.18.1-6 - Explain why sociological research is necessary and how it challenges our commonsense beliefs about pressing social issues such as suicide.
TOPICS:	Applied
NOTES:	Pickup

105. Sociologists conducting research may formulate a(n) _____, which is a statement of the relationship between two or more variables.
    a. theory
    b. variable
    c. operational definition
    d. hypothesis

ANSWER:	d
REFERENCES:	22
LEARNING OBJECTIVES:	SIOT.KEND.18.1-7 - Distinguish between quantitative research and qualitative research, and identify the steps in each method.
TOPICS:	Conceptual
NOTES:	Pickup

106. Age is a factor that can change and varies from person to person. Age is an example of a _____.
    a. variable
    b. theory
    c. hypothesis
    d. principle

    ANSWER: a
    REFERENCES: 22
    LEARNING OBJECTIVES: SIOT.KEND.18.1-7 - Distinguish between quantitative research and qualitative
                            research, and identify the steps in each method.
    TOPICS: Conceptual
    NOTES: Pickup

107. When designing a study, the researcher considers the _____ to be the cause of the relationship or outcome.
    a. independent variable
    b. dependent variable
    c. universal variable
    d. control variable

    ANSWER: a
    REFERENCES: 22
    LEARNING OBJECTIVES: SIOT.KEND.18.1-7 - Distinguish between quantitative research and qualitative
                            research, and identify the steps in each method.
    TOPICS: Conceptual
    NOTES: Pickup

108. The first step in the "conventional" research model is to _____.
    a. review previous research
    b. select and define the problem
    c. formulate the hypothesis
    d. control the variables

    ANSWER: b
    REFERENCES: 21
    LEARNING OBJECTIVES: SIOT.KEND.18.1-7 - Distinguish between quantitative research and qualitative
                            research, and identify the steps in each method.
    TOPICS: Conceptual
    NOTES: New

109. LeBron has developed the hypothesis that the stress felt by single parents increases the probability of child abuse. Stress would be considered the _____ variable and child abuse would be considered the _____ variable.
a. dependent; independent
b. universal; control
c. independent; dependent
d. control; universal

ANSWER: c
REFERENCES: 22
LEARNING OBJECTIVES: SIOT.KEND.18.1-7 - Distinguish between quantitative research and qualitative research, and identify the steps in each method.
TOPICS: Applied
NOTES: Modified

110. _____ is the extent to which a study or research instrument accurately measures what it is supposed to measure.
a. Validity
b. Reliability
c. Predictability
d. Variability

ANSWER: a
REFERENCES: 23
LEARNING OBJECTIVES: SIOT.KEND.18.1-7 - Distinguish between quantitative research and qualitative research, and identify the steps in each method.
TOPICS: Conceptual
NOTES: New

111. Soledad develops a scale to assess job satisfaction among temporary workers. She is afraid that workers in her study will each interpret the scale items in a different way. Soledad is concerned about the _____ of her scale.
a. representativeness
b. accuracy
c. validity
d. reliability

ANSWER: d
REFERENCES: 23
LEARNING OBJECTIVES: SIOT.KEND.18.1-7 - Distinguish between quantitative research and qualitative research, and identify the steps in each method.
TOPICS: Applied
NOTES: Modified

112. Compared to quantitative research, qualitative research is more likely to _____.

    a. use a larger sample

    b. collect and analyze the data simultaneously

    c. formulate research questions that interest the participants

    d. lend itself to statistical analysis

ANSWER:	b
REFERENCES:	24
LEARNING OBJECTIVES:	SIOT.KEND.18.1-7 - Distinguish between quantitative research and qualitative research, and identify the steps in each method.
TOPICS:	Factual
NOTES:	Pickup

113. A(n) _____ is the method most commonly used to study people's behavior and beliefs.

    a. survey

    b. experiment

    c. case study

    d. content analysis

ANSWER:	a
REFERENCES:	24
LEARNING OBJECTIVES:	SIOT.KEND.18.1-8 - Describe survey research and briefly discuss three types of surveys.
TOPICS:	Factual
NOTES:	Pickup

114. _____ are people who provide data for analysis through interviews or questionnaires.

    a. Observers

    b. Respondents

    c. Polls

    d. Control groups

ANSWER:	b
REFERENCES:	24
LEARNING OBJECTIVES:	SIOT.KEND.18.1-8 - Describe survey research and briefly discuss three types of surveys.
TOPICS:	Factual
NOTES:	Pickup

115. A(n) _____ is a data-collection encounter in which a researcher asks a respondent questions and records the answers.
    a. questionnaire
    b. interview
    c. telephone survey
    d. computer-assisted interview

ANSWER:	b
REFERENCES:	26
LEARNING OBJECTIVES:	SIOT.KEND.18.1-8 - Describe survey research and briefly discuss three types of surveys.
TOPICS:	Factual
NOTES:	New

116. In _____, researchers use existing material and analyze data that were originally collected by others.
    a. primary analysis
    b. tertiary analysis
    c. secondary analysis
    d. manifest analysis

ANSWER:	c
REFERENCES:	27
LEARNING OBJECTIVES:	SIOT.KEND.18.1-9 - Compare and contrast research methods used in surveys, secondary analysis of existing data, field research, and experiments.
TOPICS:	Factual
NOTES:	New

117. Asher wants to do a study of the effectiveness of the Gardasil vaccine but lacks the time and money to gather his own data. Consequently, he analyzes data on this topic that were gathered by the U.S. Centers for Disease Control and Prevention. In this case, Asher is conducting _____.
    a. content analysis
    b. secondary analysis
    c. a survey
    d. a participant observation

ANSWER:	b
REFERENCES:	27
LEARNING OBJECTIVES:	SIOT.KEND.18.1-9 - Compare and contrast research methods used in surveys, secondary analysis of existing data, field research, and experiments.
TOPICS:	Applied
NOTES:	Modified

118. _____ is the systematic examination of cultural artifacts or various forms of communication to extract thematic data and draw conclusions about social life.
    a. Content analysis
    b. Content standardization
    c. Content validity
    d. Content reliability

    ANSWER: a
    REFERENCES: 27
    LEARNING OBJECTIVES: SIOT.KEND.18.1-9 - Compare and contrast research methods used in surveys, secondary analysis of existing data, field research, and experiments.
    TOPICS: Conceptual
    NOTES: Pickup

119. _____ is the study of social life in its natural setting: observing and interviewing people where they live, work, and play.
    a. A survey
    b. Secondary analysis
    c. Field research
    d. An experiment

    ANSWER: c
    REFERENCES: 27
    LEARNING OBJECTIVES: SIOT.KEND.18.1-9 - Compare and contrast research methods used in surveys, secondary analysis of existing data, field research, and experiments.
    TOPICS: Conceptual
    NOTES: Pickup

120. To understand the process coroners use to determine whether or not a death is suicide, a sociologist works for six months in the coroner's office and spends as much time as possible observing coroners at work. This is an example of _____.
    a. an experiment
    b. survey research
    c. participant observation
    d. secondary analysis

    ANSWER: c
    REFERENCES: 28
    LEARNING OBJECTIVES: SIOT.KEND.18.1-9 - Compare and contrast research methods used in surveys, secondary analysis of existing data, field research, and experiments.
    TOPICS: Applied
    NOTES: Pickup

121. In a study of Amish behavior, a researcher moves into an Amish community and lives and works there for a year, participating in the residents' daily lives. This is an example of _____.
a. a correlational study
b. ethnography
c. an experiment
d. content analysis

ANSWER: b
REFERENCES: 28
LEARNING OBJECTIVES: SIOT.KEND.18.1-9 - Compare and contrast research methods used in surveys, secondary analysis of existing data, field research, and experiments.
TOPICS: Applied
NOTES: Modified

122. A(n) _____ is a carefully designed situation in which the researcher studies the impact of certain variables on subjects' attitudes or behavior.
a. case study
b. correlational study
c. experiment
d. participant observation

ANSWER: c
REFERENCES: 28
LEARNING OBJECTIVES: SIOT.KEND.18.1-9 - Compare and contrast research methods used in surveys, secondary analysis of existing data, field research, and experiments.
TOPICS: Factual
NOTES: Pickup

123. In an experiment, the _____ contains the subjects who are exposed to an independent variable to study its effect on them.
a. experimental group
b. dependent group
c. control group
d. independent group

ANSWER: a
REFERENCES: 28
LEARNING OBJECTIVES: SIOT.KEND.18.1-9 - Compare and contrast research methods used in surveys, secondary analysis of existing data, field research, and experiments.
TOPICS: Factual
NOTES: Pickup

124. The American Sociological Association's *Code of Ethics* for conducting research includes which of the following?

    a. Researchers must use their best judgment with regard to confidentiality.

    b. Researchers must attempt to maintain objectivity at all times.

    c. Research projects can never place subjects at harm.

    d. Researchers must keep participants enrolled in a project for the full duration of the project.

ANSWER:	b
REFERENCES:	30
LEARNING OBJECTIVES:	SIOT.KEND.18.1-10 - Discuss ethical issues in research and identify professional codes that protect research participants.
TOPICS:	Factual
NOTES:	Modified

Subjective Short Answer

125. Define *sociology* and explain how it helps us to better understand our social world and ourselves.

ANSWER:	Sociology is the systematic study of human society and social interaction. Sociologists study human societies and their social interactions to develop theories of how human behavior is shaped by group life and how, in turn, group life is affected by individuals. Sociology helps us gain a better understanding of ourselves and our social world. It enables us to see how behavior is largely shaped by the groups to which we belong and the society in which we live. Because of our culture's emphasis on individualism, we often do not consider the complex connections between our own lives and the larger, recurring patterns of the society and world in which we live. Sociology helps us look beyond our personal experiences and gain insights into society and the larger world order. Sociology enables us to move beyond established ways of thinking, thus allowing us to gain new insights into ourselves and to develop a greater awareness of the connection between our own world and that of other people. Sociology provides new ways of approaching problems and making decisions in everyday life. Sociology promotes understanding and tolerance by enabling each of us to look beyond our personal experiences.
REFERENCES:	4
LEARNING OBJECTIVES:	SIOT.KEND.18.1-1 - Define sociology and explain how it can contribute to our understanding of social life.
TOPICS:	Conceptual
NOTES:	Pickup

126. Explain what is meant by the sociological imagination.

ANSWER:	Mills described the sociological imagination as the ability to see the relationship between individual experiences and the larger society. This awareness enables us to understand the link between our personal experiences and the social contexts in which they occur. The sociological imagination helps us distinguish between personal troubles or problems that affect individuals and the networks of people with which they associate and social (or public) issues, which are problems that affect large numbers of people and often require solutions at the societal level. For example, a person's unemployment can be understood as part of a more widespread pattern of unemployment resulting from economic changes such as outsourcing.
REFERENCES:	6
LEARNING OBJECTIVES:	SIOT.KEND.18.1-2 - Identify what is meant by the sociological imagination.
TOPICS:	Conceptual
NOTES:	Pickup

127. Explain how industrialization and urbanization motivated the emergence of sociology, the systematic study of society.

ANSWER:	Massive economic, technological, and social changes occurred as machine technology and the factory system shifted the economic base from agriculture to manufacturing. A new social class of industrialists emerged in textiles, iron smelting, and related industries. Many people who had labored on the land were forced to leave their tightly knit rural communities and sacrifice well-defined social relationships to seek employment as factory workers in the emerging cities, which became the centers of industrial work. The development of the factory system led to a rapid increase in both the number of cities and the size of the population. People from very diverse backgrounds worked together in the same factory. At the same time, many people shifted from being producers to being consumers. These living and working conditions led to the development of new social problems: inadequate housing, crowding, unsanitary conditions, poverty, pollution, and crime. Wages were so low that entire families—including very young children—were forced to work, often under hazardous conditions and with no job security. As these conditions became more visible, a new breed of social thinkers turned its attention to trying to understand why and how society was changing.
REFERENCES:	10
LEARNING OBJECTIVES:	SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
TOPICS:	Factual
NOTES:	Pickup

128. Briefly summarize the contributions of Harriet Martineau to early sociology.

ANSWER:

British sociologist Harriet Martineau translated and condensed the works of Auguste Comte, bringing them to a wider audience. Perhaps more importantly, she studied the social customs of Britain and the United States, analyzing the consequences of industrialization and capitalism. In addition, she strongly advocated social change, encouraging greater racial and gender equality, and was committed to creating a science of society grounded in widely accessible empirical observations.

REFERENCES: 11

LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.

TOPICS: Conceptual

NOTES: New

129. Explain what Herbert Spencer meant by "survival of the fittest." What are the criticisms of his approach?

ANSWER:

Spencer believed that societies developed through a process of "struggle" (for existence) and "fitness" (for survival), which he referred to as the "survival of the fittest." Spencer's view of society is known as social Darwinism—the belief that those species of animals, including human beings, best adapted to their environment will survive and prosper, whereas those poorly adapted die out. Spencer equated this process of natural selection with progress, because only the "fittest" members of society would survive the competition, and the "unfit" would be filtered out of society. Critics say that he looked at society as the same as a biological system. Also, his idea of survival of the fittest can be used to justify different kinds of inequalities.

REFERENCES: 11

LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.

TOPICS: Conceptual

NOTES: Pickup

130. Explain Durkheim's concept of anomie.

ANSWER:

As societies industrialized, more specialized economic activity became the basis of the social bond because people became interdependent. Durkheim observed that rapid social change and a more specialized division of labor produce strains in society. These strains lead to a breakdown in traditional organization, values, and authority and to a dramatic increase in anomie—a condition in which social control becomes ineffective as a result of the loss of shared values and of a sense of purpose in society.

REFERENCES: 12

LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.

TOPICS: Conceptual

NOTES: Pickup

131. Describe the main points of Karl Marx's theory of class conflict.

ANSWER: German economist and philosopher Karl Marx stressed that history is a continuous clash between conflicting ideas and forces. He believed that conflict—especially class conflict—is necessary in order to produce social change and a better society. Class conflict is the struggle between the capitalist class and the working class. The capitalist class, or bourgeoisie, comprises those who own and control the means of production—the tools, land, factories, and money for investment that form the economic basis of a society. The working class, or proletariat, is composed of those who must sell their labor because they have no other means to earn a livelihood. The capitalist class controls and exploits the masses of struggling workers by paying less than the value of their labor. This exploitation results in the workers' alienation—a feeling of powerlessness and estrangement from other people and from themselves. Marx predicted that the working class would become aware of its exploitation, overthrow the capitalists, and establish a free and classless society.

REFERENCES: 12

LEARNING OBJECTIVES: SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.

TOPICS: Conceptual

NOTES: Pickup

132. State the major assumptions of the functionalist perspectives.

ANSWER: Functionalist perspectives are based on the assumption that society is a stable, orderly system. This stable system is characterized by societal consensus, whereby the majority of members share a common set of values, beliefs, and behavioral expectations. A society is composed of interrelated parts, each of which serves a function and (ideally) contributes to the overall stability of the society. Societies develop social structures, or institutions that persist because they play a part in helping society survive. These institutions include the family, education, government, religion, and the economy. If anything adverse happens to one of these institutions or parts, all other parts are affected, and the system no longer functions properly.

REFERENCES: 14

LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.

TOPICS: Conceptual

NOTES: Pickup

133. State the major assumptions of the conflict perspectives.

ANSWER: According to the conflict perspectives, groups in society are engaged in a continuous power struggle for control of scarce resources. Conflict may take the form of politics, litigation, negotiations, or family discussions about financial matters. Today, advocates of the conflict perspective view social life as a continuous power struggle among competing social groups. The conflict perspective encompasses several branches: (1) the neo-Marxist approach, which views struggle between the classes as inevitable and as a prime source of social change; (2) the branch that focuses on racial/ethnic inequalities and the continued exploitation of members of some racial/ethnic groups; and (3) the feminist approach, which focuses on gender issues.

REFERENCES: 16

LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.

TOPICS: Conceptual

NOTES: Pickup

134. State the major assumptions of the symbolic interactionist perspectives.

ANSWER: According to symbolic interactionist perspectives, society is the sum of the interactions of individuals and groups. Symbolic interactionists focus on the process of interaction—defined as immediate, reciprocally oriented communication between two or more people—and the part that symbols play in giving meaning to human communication. Symbolic communication occurs in a variety of forms, including facial gestures, posture, tone of voice, and other symbolic gestures (such as a handshake or a clenched fist). In social encounters, each person's interpretation or definition of a given situation becomes a subjective reality from that person's viewpoint. Symbolic interactionists attempt to study how people make sense of their life situations and the way they go about their activities, in conjunction with others, on a day-to-day basis.

REFERENCES: 17

LEARNING OBJECTIVES: SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.

TOPICS: Conceptual

NOTES: Pickup

135. Explain how the steps in the qualitative research model differ from the "conventional" quantitative model.

ANSWER:

In a qualitative approach, reviewing the literature and developing the research design often happen simultaneously. Typically, the next step is collecting and analyzing data to assess the validity of the starting proposition. Data gathering is the foundation of the research. Researchers pursuing a qualitative approach tend to gather data in natural settings, such as where the person lives or works, rather than in a laboratory or other research setting. Data
collection and analysis frequently occur concurrently, and the analysis draws heavily on the language of the persons studied, not the researcher. Additional review of the literature may occur later in the process after data have been gathered and further insights are needed to help describe, explain, or make predictions from the data that have been analyzed. Finally, the researchers draw conclusions from their research and report their findings to others.

REFERENCES: 24

LEARNING OBJECTIVES: SIOT.KEND.18.1-7 - Distinguish between quantitative research and qualitative research, and identify the steps in each method.

TOPICS: Factual

NOTES: New

136. Explain the process of conducting an experiment, along with its advantages and disadvantages.

ANSWER:

An experiment is a carefully designed situation in which the researcher studies the impact of certain variables on subjects' attitudes or behaviors. An experiment has an experimental group, which is exposed to the independent variable, and a control group, whose subjects are not exposed to the independent variable. A major advantage is the experimenter's control of the process; the greatest limitation is that the experiment is artificial—the behavior takes place in an artificially created situation.

REFERENCES: 28

LEARNING OBJECTIVES: SIOT.KEND.18.1-9 - Compare and contrast research methods used in surveys, secondary analysis of existing data, field research, and experiments.

TOPICS: Factual

NOTES: Pickup

137. Describe the major ethical concerns in sociological research.

ANSWER: Researchers are required to obtain written "informed consent" statements from the persons they study. The American Sociological Association's (ASA) *Code of Ethics* sets forth certain basic standards that sociologists must follow in conducting research. (1) Researchers must endeavor to maintain objectivity and integrity in their research by disclosing their research findings in full and including all possible interpretations of the data (even those interpretations that do not support their own viewpoints); (2) researchers must safeguard the participants' right to privacy and dignity while protecting them from harm; (3) researchers must protect confidential information provided by participants, even when this information is not considered to be "privileged" (legally protected, as in the case between doctor and patient and between attorney and client) and legal pressure is applied to reveal this information; and (4) researchers must acknowledge research collaboration and assistance they receive from others and disclose all sources of financial support. Sociologists are obligated to adhere to this code and to protect research participants.

REFERENCES: 30

LEARNING OBJECTIVES: SIOT.KEND.18.1-10 - Discuss ethical issues in research and identify professional codes that protect research participants.

TOPICS: Conceptual

NOTES: Pickup

Essay

138. How does sociology differ from common sense?

ANSWER: Will vary

REFERENCES: 6

LEARNING OBJECTIVES: SIOT.KEND.18.1-1 - Define sociology and explain how it can contribute to our understanding of social life.

TOPICS: Conceptual

NOTES: New

139. Discuss the competing perspectives on social life—stability and social change. Explain each perspective and give an example of a theorist and how he or she contributed to that approach.

ANSWER: Will vary

REFERENCES: 9-19

LEARNING OBJECTIVES: SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.

TOPICS: Conceptual

NOTES: New

140. A number of Europeans were important in establishing sociology. Discuss these figures in terms of their contributions.

ANSWER:	Will vary
REFERENCES:	10-13
LEARNING OBJECTIVES:	SIOT.KEND.18.1-3 - Describe the historical context in which sociological thinking developed.
	SIOT.KEND.18.1-4 - Identify reasons why many early social thinkers were concerned with social change.
TOPICS:	Conceptual
NOTES:	Pickup

141. A major difference among the theoretical perspectives is the level of analysis. Identify the focus of the four major perspectives (functionalist, conflict, symbolic interactionist, and postmodern). What are criticisms of each?

ANSWER:	Will vary
REFERENCES:	14-19
LEARNING OBJECTIVES:	SIOT.KEND.18.1-5 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
TOPICS:	Conceptual
NOTES:	Modified

142. Explain the various safeguards researchers take to ensure ethical research procedures.

ANSWER:	Will vary
REFERENCES:	34-36
LEARNING OBJECTIVES:	SIOT.KEND.18.1-10 - Discuss ethical issues in research and identify professional codes that protect research participants.
TOPICS:	Conceptual
NOTES:	Pickup