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      |  |  | | --- | --- | | A. | hidden strategies used by coaches and athletes as they play sports. |  |  |  | | --- | --- | | B. | performance statistics for teams and players. |  |  |  | | --- | --- | | **C.** | connections between sports and the larger social world. |  |  |  | | --- | --- | | D. | underlying personality characteristics of people in sports. | |

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| 2. | Sociology helps us examine      |  |  | | --- | --- | | A. | the connection between biology and social activities. |  |  |  | | --- | --- | | **B.** | social life in context. |  |  |  | | --- | --- | | C. | politics and economics through history. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | **A.** | the social worlds created in and around sports. |  |  |  | | --- | --- | | B. | the physical environments in which sports are played. |  |  |  | | --- | --- | | C. | the differences between top athletes and others who play sports. |  |  |  | | --- | --- | | 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?      |  |  | | --- | --- | | A. | The social worlds created around sports. |  |  |  | | --- | --- | | B. | Sports as social phenomena. |  |  |  | | --- | --- | | **C.** | The motivation and personalities of athletes. |  |  |  | | --- | --- | | D. | The cultural meaning and importance of sports. | |

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| 5. | According to the author, culture consists of      |  |  | | --- | --- | | A. | rules and procedures that some people impose on others. |  |  |  | | --- | --- | | B. | activities such as opera and classical music. |  |  |  | | --- | --- | | C. | ways of living that are common only among upper-class people. |  |  |  | | --- | --- | | **D.** | ways of life that people create as they live together. | |

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| 6. | The author points out that sport cultures are      |  |  | | --- | --- | | **A.** | created as people in sports interact with each other. |  |  |  | | --- | --- | | B. | essentially the same all over the world. |  |  |  | | --- | --- | | C. | activities that remain the same through history. |  |  |  | | --- | --- | | 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?      |  |  | | --- | --- | | A. | Social structure. |  |  |  | | --- | --- | | **B.** | Social conflict. |  |  |  | | --- | --- | | C. | Social interaction. |  |  |  | | --- | --- | | D. | Culture. | |

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| 8. | Social structure consists of      |  |  | | --- | --- | | A. | ways of life that people learn as they become adults. |  |  |  | | --- | --- | | **B.** | established patterns of relationships and social arrangements. |  |  |  | | --- | --- | | C. | organizational processes developed by unrelated work groups. |  |  |  | | --- | --- | | 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?      |  |  | | --- | --- | | A. | Jogging with friends on the weekend. |  |  |  | | --- | --- | | **B.** | Racing in the Indianapolis 500. |  |  |  | | --- | --- | | C. | Jumping rope in an aerobics class. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | A. | complex cognitive skills combined with complex physical skills. |  |  |  | | --- | --- | | **B.** | physical challenges or competitive contests. |  |  |  | | --- | --- | | C. | both cooperation and teamwork. |  |  |  | | --- | --- | | D. | serious psychological and physical strategies. | |

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| 11. | It is difficult to develop a single definition of sports because      |  |  | | --- | --- | | A. | men and women define sports in completely different terms. |  |  |  | | --- | --- | | B. | genetic differences lead people to define sports differently. |  |  |  | | --- | --- | | C. | people generally resist organized physical activities. |  |  |  | | --- | --- | | **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      |  |  | | --- | --- | | A. | video games containing cognitive challenges. |  |  |  | | --- | --- | | **B.** | physical culture in particular social worlds. |  |  |  | | --- | --- | | C. | noncompetitive games. |  |  |  | | --- | --- | | D. | activities that improve physical fitness. | |

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| 13. | Official definitions of sports in the United States emphasize      |  |  | | --- | --- | | **A.** | formally organized, competitive activities. |  |  |  | | --- | --- | | B. | health-related activities that reduce obesity rates. |  |  |  | | --- | --- | | C. | activities in which there are no winners or losers. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | A. | are best for the general health of people in a society. |  |  |  | | --- | --- | | B. | attract attention global attention and increase tourism. |  |  |  | | --- | --- | | **C.** | receive the most financial and political support. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | A. | challenging activities that produce an adrenaline rush for participants. |  |  |  | | --- | --- | | B. | organized, competitive activities played at scheduled times and places. |  |  |  | | --- | --- | | C. | those activities that will enable athletes to win Olympic medals. |  |  |  | | --- | --- | | **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      |  |  | | --- | --- | | A. | planned activities that make society more efficient. |  |  |  | | --- | --- | | B. | based on a foundation of socialist ideas. |  |  |  | | --- | --- | | **C.** | created by people as they interact with each other. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | A. | all sports involve some form of contest or competition. |  |  |  | | --- | --- | | B. | sports exist to enable people to have contests with each other. |  |  |  | | --- | --- | | C. | people in any society must compete with each other to play sports. |  |  |  | | --- | --- | | **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      |  |  | | --- | --- | | **A.** | who plays sports under what conditions. |  |  |  | | --- | --- | | B. | whether scientists should study sports. |  |  |  | | --- | --- | | C. | the process for making up rules in specific games. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | A. | promoting the development of individuals. |  |  |  | | --- | --- | | B. | benefiting the expansion of particular businesses. |  |  |  | | --- | --- | | **C.** | contributing to the common good. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | **A.** | ignore people who lack the resources to formally organize their games. |  |  |  | | --- | --- | | B. | ask too many critical questions and destroy the enjoyment of sports. |  |  |  | | --- | --- | | C. | focus too much attention on the games of people in low income groups. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | A. | the average person in that context. |  |  |  | | --- | --- | | **B.** | some people more than others. |  |  |  | | --- | --- | | C. | young people. |  |  |  | | --- | --- | | 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?      |  |  | | --- | --- | | **A.** | The physical demands associated with individual and team sports. |  |  |  | | --- | --- | | B. | The relationship between sports and religion. |  |  |  | | --- | --- | | C. | The ways that sports are included into social life. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | A. | people are genetically wired to play sports. |  |  |  | | --- | --- | | B. | sports are more socially important than religion. |  |  |  | | --- | --- | | C. | people prefer sports over religion as a source personal meaning. |  |  |  | | --- | --- | | **D.** | sport is essentially pure and good. | |

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| 24. | Widespread acceptance of the great sport myth leads people to      |  |  | | --- | --- | | A. | play sports even when they don't find them enjoyable. |  |  |  | | --- | --- | | **B.** | see little need to study sports from a critical perspective. |  |  |  | | --- | --- | | C. | seek ways to change and improve sports. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | A. | people realize that science is an objective enterprise. |  |  |  | | --- | --- | | B. | sports are seen as essentially pure and good. |  |  |  | | --- | --- | | **C.** | it is combined with critical thinking. |  |  |  | | --- | --- | | D. | it is combined with market forces. | |

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| 26. | After reading *Sports* *in* *Society* the author hopes that people will      |  |  | | --- | --- | | A. | create sports that are not influenced by politics or economics. |  |  |  | | --- | --- | | B. | understand what it takes to be successful athletes today. |  |  |  | | --- | --- | | **C.** | make informed choices about sports in their lives and their society. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | A. | personal characteristics of the people who participate in sports. |  |  |  | | --- | --- | | **B.** | structure and organization of sports and society. |  |  |  | | --- | --- | | C. | media strategies used to cover sport programs and athletes. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | A. | the physical skills of women compared to men. |  |  |  | | --- | --- | | B. | the need for women to take sports more seriously. |  |  |  | | --- | --- | | **C.** | women's access to the time and resources needed to play sports. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | **A.** | will grow if it produces knowledge that is useful to many people. |  |  |  | | --- | --- | | B. | is useless when it is critical and idealistic. |  |  |  | | --- | --- | | C. | produces knowledge that enables athletes to train more effectively. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | A. | sports are more important than families are for most people. |  |  |  | | --- | --- | | B. | media coverage has distorted the meaning and purpose of sports. |  |  |  | | --- | --- | | **C.** | sports are such a pervasive part of many people's lives today. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | **A.** | closely connected with important ideas and meanings in social life. |  |  |  | | --- | --- | | B. | the only activities that keep people fit and healthy. |  |  |  | | --- | --- | | C. | truly democratic activities unrelated to social class and social inequality. |  |  |  | | --- | --- | | 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?      |  |  | | --- | --- | | A. | Ideologies consist of ideas that people use to give meaning to the world. |  |  |  | | --- | --- | | **B.** | Ideologies are stable and unchanging cultural perspectives. |  |  |  | | --- | --- | | C. | Ideologies refer to the principles that underlie people's feelings and actions. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | A. | the social characteristics of extremist groups. |  |  |  | | --- | --- | | **B.** | webs of shared ideas and beliefs that people use to make sense of the world. |  |  |  | | --- | --- | | C. | how people struggle to dominate each other in social groups. |  |  |  | | --- | --- | | D. | beliefs and orientations that are grounded in human biology. | |

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| 34. | Gender ideology refers to      |  |  | | --- | --- | | A. | ideas and beliefs based on scientific research about gender. |  |  |  | | --- | --- | | B. | idealized definitions of how boys and girls ought to be raised. |  |  |  | | --- | --- | | **C.** | ideas and beliefs about masculinity and femininity. |  |  |  | | --- | --- | | D. | the biological origins of manhood and womanhood. | |

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| 35. | Dominant gender ideology in most societies has traditionally emphasized that      |  |  | | --- | --- | | **A.** | female inferiority in sports is based in nature. |  |  |  | | --- | --- | | B. | women are naturally more aggressive than men. |  |  |  | | --- | --- | | C. | girls and boys should learn to play sports together. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | A. | have sisters who are athletes. |  |  |  | | --- | --- | | **B.** | accept dominant gender ideology. |  |  |  | | --- | --- | | C. | believe that neither men nor women are naturally superior to each other. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | A. | defined by most people as heroic. |  |  |  | | --- | --- | | B. | seen as sexually attractive. |  |  |  | | --- | --- | | C. | welcomed by men. |  |  |  | | --- | --- | | **D.** | demonized as abnormal and immoral. | |

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| 38. | Racial ideology refers to      |  |  | | --- | --- | | A. | ideas and beliefs that are based on research about race. |  |  |  | | --- | --- | | B. | idealized definitions of how blacks and whites should treat each other. |  |  |  | | --- | --- | | C. | the biological factors that make people different from each other. |  |  |  | | --- | --- | | **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      |  |  | | --- | --- | | A. | ideas and beliefs about what is defined as "cool" in society. |  |  |  | | --- | --- | | B. | a generalized belief that people either have class or they don't. |  |  |  | | --- | --- | | **C.** | the idea income and wealth inequality is normal a belief in meritocracy. |  |  |  | | --- | --- | | D. | a denial that there are real economic differences between people. | |

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| 40. | Ableist ideology is used to      |  |  | | --- | --- | | A. | promote the idea that variations in ability are normal and natural. |  |  |  | | --- | --- | | B. | undermine the general perspective of ableism. |  |  |  | | --- | --- | | **C.** | identify people as disabled. |  |  |  | | --- | --- | | D. | create accessible physical environments. | |

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| 41. | Ideologies are different than the ideas and beliefs of individuals because they      |  |  | | --- | --- | | A. | are likely to change more rapidly than individuals ideas and beliefs. |  |  |  | | --- | --- | | **B.** | influence organization of social worlds. |  |  |  | | --- | --- | | C. | are never taken for granted by people. |  |  |  | | --- | --- | | D. | emphasize equality among all people. | |

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| 42. | The connections between ideologies and sports are      |  |  | | --- | --- | | **A.** | complex. |  |  |  | | --- | --- | | B. | unchanging. |  |  |  | | --- | --- | | C. | meaningless. |  |  |  | | --- | --- | | D. | based on irrationality. | |

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| 43. | While discussing sports and major spheres of social life, the author notes that      |  |  | | --- | --- | | A. | sports usually affect family life in negative ways. |  |  |  | | --- | --- | | **B.** | new social media have changed the way fans consume sports. |  |  |  | | --- | --- | | C. | sports are becoming less commercialized around the world today. |  |  |  | | --- | --- | | 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      |  |  | | --- | --- | | A. | muscular bodies have always been defined in positive ways. |  |  |  | | --- | --- | | B. | all bodies are basically the same from one culture to another. |  |  |  | | --- | --- | | C. | bodies have an essential physical quality that never changes. |  |  |  | | --- | --- | | **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      |  |  | | --- | --- | | A. | they will focus on bodily pleasure and joy in sports. |  |  |  | | --- | --- | | **B.** | athletes will use technology to control and manage their bodies. |  |  |  | | --- | --- | | C. | there will be no need for drug testing in sports. |  |  |  | | --- | --- | | D. | people will view their bodies as unchangeable and beautiful. | |

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