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| **True / False** |

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| 1. ​Sociologists are in agreement that sociological research can and should be value free.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 7 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-1 - Explain what sociology can contribute to our understanding of social life. | | *TOPICS:* | Factual | | *NOTES:* | New Rejoinder: Some sociologists do not believe it is possible or even desirable to be completely value free in one’s research. | |

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| 2. ​Sociologists understand that there are multiple causes and effects of social issues.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 7 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-1 - Explain what sociology can contribute to our understanding of social life. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 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:* | 7 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-1 - Explain what sociology can contribute to our understanding of social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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:* | 7 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-1 - Explain what sociology can contribute to our understanding of social life. | | *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. | |

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| 5. ​Sociology emerged in Europe during the eighteenth and nineteenth centuries.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 9 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-1 - Explain what sociology can contribute to our understanding of social life. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 6. ​American sociology grew along with European sociology during the eighteenth and nineteenth centuries.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 14 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Factual | | *NOTES:* | New Rejoinder: Sociology developed in the United States during the late nineteenth and early twentieth centuries, much later than in Europe. | |

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| 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:* | 10 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Factual | | *NOTES:* | New Rejoinder: Both Comte and Spencer were criticized for their overemphasis on application of natural science methods. Critics argued human behavior could not be studied using these same techniques. | |

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| 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.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Conceptual | | *NOTES:* | New | |

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| 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.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 10. ​Because of his radical views and his emphasis on social action, not just the study of society, the work of Karl Marx has been largely discredited today.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 13 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Factual | | *NOTES:* | New Rejoinder: Marx is still considered one of the most profound sociological thinkers. | |

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| 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.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 12. ​Although Weber emphasized that sociology should be value free, he did not believe that human behavior could be analyzed through application of the objective criteria used to study other natural phenomena.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 13 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 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:* | 15 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Factual | | *NOTES:* | Pickup | |

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| 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:* | 15 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Factual | | *NOTES:* | Pickup Rejoinder: This was the work of W. E. B. Du Bois. | |

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| 15. ​All sociological theories and theorists may be categorized as functionalist, conflict, or symbolic interactionist.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 16 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | New Rejoinder: Not all theories and theorists fit neatly into one of these three perspectives. | |

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| 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:* | 16 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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:* | 16 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | New 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. | |

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| 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:* | 16 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | New Rejoinder: Merton used the term latent function to refer to functions that exist and that are not intended or recognized by the participants. | |

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| 19. ​All conflict theorists regard class conflict as the central and most important source of social change.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 18 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Factual | | *NOTES:* | New Rejoinder: Other conflict theorists focus on race/ethnicity and/or gender as sources of conflict and change. | |

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| 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:* | 19 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified Rejoinder: Conflict and functionalist perspectives focus on macrolevel analysis; however, the symbolic interactionist perspective is based on microlevel analysis. | |

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| 21. ​Quantitative research and qualitative research both follow the same research model.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 22 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-6 - Explain why sociological research is necessary and point out how it may challenge our commonsense beliefs about pressing issues such as suicide. | | *TOPICS:* | Factual | | *NOTES:* | New Rejoinder: Qualitative research follows an alternative model in which gathering and analyzing of data are done concurrently, unlike in quantitative research. | |

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| 22. ​Sociological studies on suicide that have compared rates of suicide with other variables, such as age, sex, race/ethnicity, and education, are examples of quantitative research.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 21 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-6 - Explain why sociological research is necessary and point out how it may challenge our commonsense beliefs about pressing issues such as suicide. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 23. ​A broken thermometer that measures the same temperature every day lacks both reliability and validity.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 25 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-7 - Distinguish between quantitative and qualitative research, and identify the steps in each method. | | *TOPICS:* | Conceptual | | *NOTES:* | New 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. | |

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| 24. ​Any research question may be answered using any of the various research methods.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 28 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-8 - Describe survey research and briefly discuss three types of surveys. | | *TOPICS:* | Conceptual | | *NOTES:* | New Rejoinder: Each method has advantages and disadvantages for different types of research questions. For example: Surveys are self-reported and may not be as accurate as observation, which is not always possible. Experiments have the benefit of control, but they are artificial, and not all behavior may be replicated in a laboratory. Secondary analysis is not possible if previously collected data do not exist. | |

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| **Multiple Choice** |

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| 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.16.1-1 - Explain what sociology can contribute to our understanding of social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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.16.1-1 - Explain what sociology can contribute to our understanding of social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 27. When studying the problem of suicide, sociologists are most interested in explaining its \_\_\_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​psychological dimensions | |  | b. | ​relationship to the individual | |  | c. | ​structural origins | |  | d. | ​media coverage |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 4 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-1 - Explain what sociology can contribute to our understanding of social life. | | *TOPICS:* | Conceptual | | *NOTES:* | New | |

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| 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.16.1-1 - Explain what sociology can contribute to our understanding of social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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. | ​international interlock | |  | b. | ​universal cooperation | |  | c. | ​societal cohesiveness | |  | d. | ​global interdependence |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 5 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-1 - Explain what sociology can contribute to our understanding of social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 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.16.1-1 - Explain what sociology can contribute to our understanding of social life. | | *TOPICS:* | Conceptual | | *NOTES:* | New | |

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| 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:* | 7 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-2 - Discuss the sociological imagination and explain how we develop a global sociological imagination. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 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:* | 7 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-2 - Discuss the sociological imagination and explain how we develop a global sociological imagination. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 33. ​One person’s inability to find a job may be an example of a \_\_\_\_\_\_\_\_\_\_, whereas widespread unemployment as a result of changes in the economy, such as the outsourcing of jobs, 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:* | 7 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-2 - Discuss the sociological imagination and explain how we develop a global sociological imagination. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 34. ​\_\_\_\_\_\_\_\_\_\_ studied suicide in what was probably the first sociological study to use scientific research methods.   |  |  |  | | --- | --- | --- | |  | a. | ​Emile Durkheim | |  | b. | ​Max Weber | |  | c. | ​Karl Marx | |  | d. | ​C. Wright Mills |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 7 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-2 - Discuss the sociological imagination and explain how we develop a global sociological imagination. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 35. ​Which of these groups has the *lowest* rate of suicide?   |  |  |  | | --- | --- | --- | |  | a. | ​white Americans | |  | b. | ​African Americans | |  | c. | ​Asian/Pacific Islanders | |  | d. | ​Native Americans |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 19 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Factual | | *NOTES:* | Modified | |

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| 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:* | 7 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-2 - Discuss the sociological imagination and explain how we develop a global sociological imagination. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 37. ​China, Brazil, and Mexico are considered examples of \_\_\_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​middle-income countries | |  | b. | ​periphery countries | |  | c. | ​high-income countries | |  | d. | ​low-income countries |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 8 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-2 - Discuss the sociological imagination and explain how we develop a global sociological imagination. | | *TOPICS:* | Applied | | *NOTES:* | Modified | |

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| 38. ​A significant difference between high-income 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.16.1-2 - Discuss the sociological imagination and explain how we develop a global sociological imagination. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 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.16.1-2 - Discuss the sociological imagination and explain how we develop a global sociological imagination. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 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.16.1-2 - Discuss the sociological imagination and explain how we develop a global sociological imagination. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 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.16.1-2 - Discuss the sociological imagination and explain how we develop a global sociological imagination. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 42. ​The term \_\_\_\_\_\_\_\_\_\_ refers to the biological and anatomical differences between females and males.   |  |  |  | | --- | --- | --- | |  | a. | ​sex | |  | b. | ​biology | |  | c. | ​gender | |  | d. | ​sociobiology |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 9 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-2 - Discuss the sociological imagination and explain how we develop a global sociological imagination. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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.16.1-2 - Discuss the sociological imagination and explain how we develop a global sociological imagination. | | *TOPICS:* | Applied | | *NOTES:* | Modified | |

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| 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:* | 8 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-1 - Explain what sociology can contribute to our understanding of social life. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 45. ​\_\_\_\_\_\_\_\_\_\_ refers to the process by which societies are transformed from dependence on agriculture and handmade products to an emphasis on manufacturing and related industries.   |  |  |  | | --- | --- | --- | |  | a. | ​Ruralization | |  | b. | ​Urbanization | |  | c. | ​Suburbanization | |  | d. | ​Industrialization |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 9 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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. | ​Neolithic Revolution | |  | b. | ​Industrial Revolution | |  | c. | ​Agricultural Revolution | |  | d. | ​Urbanization Revolution |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 9 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Factual | | *NOTES:* | Pickup | |

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| 47. ​\_\_\_\_\_\_\_\_\_\_ is the term for the process by which an increasing proportion of a population lives in cities rather than in rural areas.   |  |  |  | | --- | --- | --- | |  | a. | ​Urbanization | |  | b. | ​Suburbanization | |  | c. | ​Industrialization | |  | d. | ​Modernization |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 9 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 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:* | 9 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 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.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Factual | | *NOTES:* | Modified | |

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| 50. ​Comte believed that societies are made up of \_\_\_\_\_\_\_\_\_\_ or forces for order and stability, as well as social dynamics or forces for social change.   |  |  |  | | --- | --- | --- | |  | a. | ​social facts | |  | b. | ​social statics | |  | c. | ​social mores | |  | d. | ​social symbols |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 10 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 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:* | 10 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Factual | | *NOTES:* | Pickup | |

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| 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.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 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.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 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.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Conceptual | | *NOTES:* | New | |

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| 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.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 57. ​Durkheim observed that rapid social change and a more specialized division of labor produce strain in society; these strains lead to a breakdown in traditional organization, values, and authority and to a dramatic increase in \_\_\_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​anomie | |  | b. | ​social disorganization | |  | c. | ​social solidarity | |  | d. | ​cultural conflict |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 12 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 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.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 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 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:* | a | | *REFERENCES:* | 12 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Conceptual | | *NOTES:* | New | |

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| 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:* | 13 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Conceptual | | *NOTES:* | New | |

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| 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:* | 13 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Conceptual | | *NOTES:* | New | |

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| 62. ​In the Marxian framework, the \_\_\_\_\_\_\_\_\_\_ comprises those who own and control the means of production.   |  |  |  | | --- | --- | --- | |  | a. | ​*bourgeoisie* | |  | b. | ​working class | |  | c. | ​proletariat class | |  | d. | ​*laissez-faire* class |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 13 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 63. ​Marx termed the tools, land, factories, and money for investment that form the economic basis of a society the \_\_\_\_\_\_\_\_\_\_.  trappings of the bourgeoisie   |  |  |  | | --- | --- | --- | |  | a. | ​means of production | |  | b. | ​instruments of capitalism | |  | c. | ​trappings of the bourgeoisie | |  | d. | ​factory system |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 13 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 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:* | 13 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Applied | | *NOTES:* | Pickup | |

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| 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:* | 13 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Conceptual | | *NOTES:* | New | |

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| 66. ​Some of Marx’s critics have argued that he focused too heavily on the impact of \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​class | |  | b. | ​gender | |  | c. | ​race-ethnicity | |  | d. | ​stability and order |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 13 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Conceptual | | *NOTES:* | New | |

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| 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:* | 13 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Factual | | *NOTES:* | Pickup | |

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| 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.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Conceptual | | *NOTES:* | New | |

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| 69. ​Which of these is *not* part of the theoretical contributions of Max Weber?   |  |  |  | | --- | --- | --- | |  | a. | ​the importance of *verstehen* | |  | 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.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Conceptual | | *NOTES:* | New | |

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| 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:* | 14 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Factual | | *NOTES:* | Pickup | |

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| 71. ​The first department of sociology in the United States was established at \_\_\_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​the University of Michigan | |  | b. | ​Columbia University | |  | c. | ​Harvard | |  | d. | ​the University of Chicago |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 15 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 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.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 73. ​Jane Addams is best known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .   |  |  |  | | --- | --- | --- | |  | a. | ​the first President of the American Sociological Society | |  | b. | ​the founder of Hull House | |  | c. | ​the first woman to conduct sociological research | |  | d. | ​former First Lady of the United States |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 15 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 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:* | 15 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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:* | 16 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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:* | 16 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 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:* | 16 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 78. ​Functionalist Talcott Parsons suggested that complementary roles for men and women in the family contribute to social stability. The husband/father performs the \_\_\_\_\_\_\_\_\_\_ tasks, which involve leadership and decision-making responsibilities in the home, and employment outside the home to support the family.   |  |  |  | | --- | --- | --- | |  | a. | ​expressive | |  | b. | ​instrumental | |  | c. | ​reproductive | |  | d. | ​interdependent |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 16 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 79. ​From a functionalist perspective, the wife/mother is responsible for the \_\_\_\_\_\_\_\_\_\_ tasks, including housework, caring for the children, and providing emotional support for the entire family.   |  |  |  | | --- | --- | --- | |  | a. | ​expressive | |  | b. | ​instrumental | |  | c. | ​compatible | |  | d. | ​independent |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 16 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 80. ​Automobiles provide transportation and independence. But they are also responsible for 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:* | 16 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Applied | | *NOTES:* | New | |

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| 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 \_\_\_\_\_\_\_\_\_\_ function of education.   |  |  |  | | --- | --- | --- | |  | a. | ​manifest | |  | b. | ​latent | |  | c. | ​dysfunction | |  | d. | ​affective |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 16 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Applied | | *NOTES:* | Pickup | |

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| 82. ​Jill attends college in order to study accounting so that she can work as an accountant. Merton would consider this a \_\_\_\_\_\_\_\_\_\_ function of college.   |  |  |  | | --- | --- | --- | |  | a. | ​manifest | |  | b. | ​latent | |  | c. | ​dysfunction | |  | d. | ​prerequisite |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 16 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Applied | | *NOTES:* | Modified | |

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| 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.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 84. ​Applying a functionalist perspective to suicide among teenagers, one would argue that suicide is \_\_\_\_\_\_\_\_\_\_ when it results from feelings of hopelessness and a lack of meaningful choices.   |  |  |  | | --- | --- | --- | |  | a. | ​anomic | |  | b. | ​egoistic | |  | c. | ​fatalistic | |  | d. | ​altruistic |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 17 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Applied | | *NOTES:* | New | |

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| 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:* | 17 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 86. ​Analyzing the tobacco industry, which theoretical perspective would most likely look at the conflict of interests between tobacco companies and public health interests?   |  |  |  | | --- | --- | --- | |  | a. | ​functionalist | |  | b. | ​interactionist | |  | c. | ​conflict | |  | d. | ​developmental |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 17 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 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:* | 18 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | New | |

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| 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:* | 18 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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."  patriarchy   |  |  |  | | --- | --- | --- | |  | a. | ​patriarchy | |  | b. | ​autocracy | |  | c. | ​matriarchy | |  | d. | ​oligarchy |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 18 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 90. ​A \_\_\_\_\_\_\_\_\_\_ analysis examines whole societies, large-scale social structures, and social systems.   |  |  |  | | --- | --- | --- | |  | a. | ​macrolevel | |  | b. | ​metalevel | |  | c. | ​microlevel | |  | d. | ​mesolevel |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 19 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 91. ​A \_\_\_\_\_\_\_\_\_\_ analysis focuses on small groups rather than large-scale social structures.   |  |  |  | | --- | --- | --- | |  | a. | ​macrolevel | |  | b. | ​mesolevel | |  | c. | ​microlevel | |  | d. | ​metalevel |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 19 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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:* | 19 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 93. ​A \_\_\_\_\_\_\_\_\_\_ is anything that meaningfully represents something else and includes signs, gestures, written language, and shared values.   |  |  |  | | --- | --- | --- | |  | a. | ​symbol | |  | b. | ​sociological construct | |  | c. | ​norm | |  | d. | ​status |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 19 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 94. ​Breanna believes Jarrod is upset with her because she interprets his tone of voice as angry. Although Jarrod states 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:* | 19 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Applied | | *NOTES:* | New | |

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| 95. ​Attempted suicide may be a means of getting attention and sympathy. This view is consistent with the \_\_\_\_\_\_\_\_\_\_ perspective.   |  |  |  | | --- | --- | --- | |  | a. | ​conflict theory | |  | b. | ​postmodern | |  | c. | ​functionalist | |  | d. | ​symbolic interactionist |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 19 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | New | |

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| 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:* | 20 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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:* | 21 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Applied | | *NOTES:* | Pickup | |

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| 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 broken or followed.   |  |  |  | | --- | --- | --- | |  | a. | ​conflict theorists | |  | b. | ​symbolic interactionists | |  | c. | ​postmodern theorists | |  | d. | ​functionalists |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 16 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Applied | | *NOTES:* | Pickup | |

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| 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.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Applied | | *NOTES:* | Modified | |

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| 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:* | 21 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-6 - Explain why sociological research is necessary and point out how it may challenge our commonsense beliefs about pressing issues such as suicide. | | *TOPICS:* | Factual | | *NOTES:* | Pickup | |

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| 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:* | 21 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-6 - Explain why sociological research is necessary and point out how it may challenge our commonsense beliefs about pressing issues such as suicide. | | *TOPICS:* | Factual | | *NOTES:* | Pickup | |

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| 102. ​Researchers in one study examined the effects of church membership, divorce, and migration on suicide rates in the United States and concluded that suicide rates are typically higher where divorce and migration rates are higher and church membership is lower. This is an example of \_\_\_\_\_\_\_\_\_\_.**​**   |  |  |  | | --- | --- | --- | |  | a. | ​observational research | |  | b. | ​quantitative research | |  | c. | ​explanatory research | |  | d. | ​qualitative research |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 21 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-6 - Explain why sociological research is necessary and point out how it may challenge our commonsense beliefs about pressing issues such as suicide. | | *TOPICS:* | Applied | | *NOTES:* | Pickup | |

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| 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:* | 22 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-6 - Explain why sociological research is necessary and point out how it may challenge our commonsense beliefs about pressing issues such as suicide. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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:* | 22 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-6 - Explain why sociological research is necessary and point out how it may challenge our commonsense beliefs about pressing issues such as suicide. | | *TOPICS:* | Applied | | *NOTES:* | Pickup | |

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| 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:* | 24 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-7 - Distinguish between quantitative and qualitative research, and identify the steps in each method. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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:* | 24 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-7 - Distinguish between quantitative and qualitative research, and identify the steps in each method. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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:* | 24 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-7 - Distinguish between quantitative and qualitative research, and identify the steps in each method. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 108. ​In a research design, the \_\_\_\_\_\_\_\_\_\_ is presumed to be caused by another variable.   |  |  |  | | --- | --- | --- | |  | a. | ​independent variable | |  | b. | ​dependent variable | |  | c. | ​universal variable | |  | d. | ​control variable |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 24 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-7 - Distinguish between quantitative and qualitative research, and identify the steps in each method. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 109. ​David has developed the hypothesis that the stress felt by unemployed men increases the probability of spousal abuse. Stress would be considered the \_\_\_\_\_\_\_\_\_\_ variable and spousal abuse would be considered the \_\_\_\_\_\_\_\_\_\_ variable.   |  |  |  | | --- | --- | --- | |  | a. | ​dependent; independent | |  | b. | ​universal; control | |  | c. | ​independent; dependent | |  | d. | ​control; universal |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 24 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-7 - Distinguish between quantitative and qualitative research, and identify the steps in each method. | | *TOPICS:* | Applied | | *NOTES:* | Pickup | |

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| 110. ​\_\_\_\_\_\_\_\_\_\_ is the extent to which a study or research instrument yields consistent results when applied to different individuals at one time or to the same individuals over time.   |  |  |  | | --- | --- | --- | |  | a. | ​Validity | |  | b. | ​Reliability | |  | c. | ​Predictability | |  | d. | ​Variability |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 25 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-7 - Distinguish between quantitative and qualitative research, and identify the steps in each method. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 111. ​Tony develops a scale to assess job satisfaction among industrial workers. He is afraid that workers in his study will each interpret the scale items in a different way. Tony’s concern is about the \_\_\_\_\_\_\_\_\_\_ of his scale.   |  |  |  | | --- | --- | --- | |  | a. | ​representativeness | |  | b. | ​accuracy | |  | c. | ​validity | |  | d. | ​reliability |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 25 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-7 - Distinguish between quantitative and qualitative research, and identify the steps in each method. | | *TOPICS:* | Applied | | *NOTES:* | Modified | |

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| 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:* | 26 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-7 - Distinguish between quantitative and qualitative research, and identify the steps in each method. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 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:* | 27 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-8 - Describe survey research and briefly discuss three types of surveys. | | *TOPICS:* | Factual | | *NOTES:* | Modified | |

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| 114. ​\_\_\_\_\_\_\_\_\_\_ are people who provide data for analysis through interviews or questionnaires.   |  |  |  | | --- | --- | --- | |  | a. | ​Observers | |  | b. | ​Respondents | |  | c. | ​Polls | |  | d. | ​Control groups |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 28 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-8 - Describe survey research and briefly discuss three types of surveys. | | *TOPICS:* | Factual | | *NOTES:* | Pickup | |

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| 115. ​A(n) \_\_\_\_\_\_\_\_\_\_ is a printed research instrument containing a series of items to which subjects respond.   |  |  |  | | --- | --- | --- | |  | a. | ​questionnaire | |  | b. | ​interview | |  | c. | ​telephone survey | |  | d. | ​computer-assisted interview |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 28 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-8 - Describe survey research and briefly discuss three types of surveys. | | *TOPICS:* | Factual | | *NOTES:* | Pickup | |

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| 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:* | 29 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-9 - Compare research methods used in surveys, secondary analysis of existing data, field research, and experiments. | | *TOPICS:* | Factual | | *NOTES:* | Pickup | |

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| 117. ​Gayle wants to do a study of domestic abuse but lacks the time and money to gather her own data. Consequently, she analyzes data on this topic that was gathered by the National Opinion Research Center. In this case, Gayle is conducting \_\_\_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​content analysis | |  | b. | ​secondary analysis | |  | c. | ​survey | |  | d. | ​participant observation |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 29 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-9 - Compare research methods used in surveys, secondary analysis of existing data, field research, and experiments. | | *TOPICS:* | Applied | | *NOTES:* | Modified | |

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| 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:* | 30 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-9 - Compare research methods used in surveys, secondary analysis of existing data, field research, and experiments. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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:* | 30 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-9 - Compare research methods used in surveys, secondary analysis of existing data, field research, and experiments. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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:* | 31 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-9 - Compare research methods used in surveys, secondary analysis of existing data, field research, and experiments. | | *TOPICS:* | Applied | | *NOTES:* | New | |

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| 121. ​In a study of the behavior of undergraduate students, a researcher moves into a university residence hall and lives there for the semester, participating in daily life of students. This is an example of \_\_\_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​correlational study | |  | b. | ​ethnography | |  | c. | ​experiment | |  | d. | ​content analysis |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 31 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-9 - Compare research methods used in surveys, secondary analysis of existing data, field research, and experiments. | | *TOPICS:* | Applied | | *NOTES:* | Modified | |

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| 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:* | 33 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-9 - Compare research methods used in surveys, secondary analysis of existing data, field research, and experiments. | | *TOPICS:* | Factual | | *NOTES:* | Pickup | |

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| 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:* | 33 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-9 - Compare research methods used in surveys, secondary analysis of existing data, field research, and experiments. | | *TOPICS:* | Factual | | *NOTES:* | Pickup | |

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| 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 disclose all sources of financial support for a project. | |  | 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:* | 34 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-10 - Discuss ethical issues in research and identify professional codes that protect research participants. | | *TOPICS:* | Factual | | *NOTES:* | Pickup | |

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| 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.16-16-1 - Explain what sociology can contribute to our understanding of social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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:* | 7 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-2 - Discuss the sociological imagination and explain how we develop a global sociological imagination. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 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:* | 9 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Factual | | *NOTES:* | Modified | |

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| 128. ​Briefly summarize at least three of Auguste Comte’s contributions to early sociology.   |  |  | | --- | --- | | *ANSWER:* | ​French philosopher Auguste Comte coined the term *sociology* to describe a   new science that would engage in the study of society. Comte’s theory stated that societies contain social statics (forces for social order and stability) and social dynamics (forces for conflict and change). Comte’s philosophy became known as positivism—a belief that the world can best be understood through scientific inquiry. | | *REFERENCES:* | 10 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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 of one another. 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.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |

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| 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:* | 13 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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:* | 16 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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:* | 18 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 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 viewpoints. 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:* | 19 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 135. Outline the six (6) steps of the “conventional” research model.​   |  |  | | --- | --- | | *ANSWER:* | The “conventional” research model focuses on quantitative research and includes the following steps: (1) Select and clearly define the research problem (topic);   (2) Review previous research—it is important to review the literature to see what others have written about the topic; (3) Formulate the hypothesis—a statement of the relationship between two or more concepts (independent variable and dependent variable)—and create an operational definition—an explanation of an abstract concept in terms of observable features that are specific enough to measure the variable; (4) Develop the research design—considering the units of analysis (what or whom is being studied) and the time frame of the study (cross-sectional studies or longitudinal studies); (5) Collect (random sampling and probability sampling) and analyze the data (validity and reliability); and (6) Draw conclusions (noting limitations of the study) and report the findings.​ | | *REFERENCES:* | 23 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-7 - Distinguish between quantitative and qualitative research, and identify the steps in each method. | | *TOPICS:* | Factual | | *NOTES:* | Pickup | |

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| 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; whereas the greatest limitation is that the experiment is artificial—the behavior takes place in an artificially created situation. | | *REFERENCES:* | 34 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-9 - Compare research methods used in surveys, secondary analysis of existing data, field research, and experiments. | | *TOPICS:* | Factual | | *NOTES:* | New | |

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| 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 (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 informationl 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:* | 34 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-10 - Discuss ethical issues in research and identify professional codes that protect research participants. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 138. ​How does sociology differ from common sense?   |  |  | | --- | --- | | *ANSWER:* | ​Will vary | | *REFERENCES:* | 4–5 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-1 - Explain what sociology can contribute to our understanding of social life. | | *TOPICS:* | Conceptual | | *NOTES:* | New | |

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| 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:* | 10–20 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | New | |

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| 140. ​A number of Europeans were important in establishing sociology. Discuss these figures in terms of their contributions.   |  |  | | --- | --- | | *ANSWER:* | ​Will vary**​** | | *REFERENCES:* | 10–14 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-3 - Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability. SIOT.KEND.16.1-4 - Identify reasons why many later social thinkers were concerned with social change. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 141. ​A major difference among the theoretical perspectives is the level of analysis. Identify the focus of the three major perspectives (functionalist, conflict, and symbolic interactionist). What are criticisms of each?   |  |  | | --- | --- | | *ANSWER:* | ​Will vary | | *REFERENCES:* | 16–20 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-5 - Describe key differences among functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life. | | *TOPICS:* | Conceptual | | *NOTES:* | Pickup | |

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| 142. ​Explain the various safeguards researchers take to ensure ethical research procedures.   |  |  | | --- | --- | | *ANSWER:* | ​Will vary | | *REFERENCES:* | 34–36 | | *LEARNING OBJECTIVES:* | SIOT.KEND.16.1-10 - Discuss ethical issues in research and identify professional codes that protect research participants. | | *TOPICS:* | Conceptual | | *NOTES:* | Modified | |