**Multiple Choice**

1. Which of the following best describes sociology?

a. the scientific study of mental functions and behaviors

b. the study of the past, specifically how it relates to humans

c. the scientific study of human social relationships, groups, and societies

d. the study of the state, nation, politics, and policies of government

Ans: C

Answer Location: A Curious Mind

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Knowledge

Difficulty Level: Easy

2. Which of the following is NOT considered a characteristic of sociology?

a. strict, highly specific rules and guidelines about how to theorize about any particular topic

b. usage of research methods such as interviews, observations, surveys, and archival data

c. adherence to the principle of social embeddedness

d. an aim to understand and generate new knowledge about human behavior and social relations

Ans: A

Answer Location: A Curious Mind

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Comprehension

Difficulty Level: Medium

3. Which of the following would NOT be considered a social science?

a. sociology

b. economics

c. psychology

d. biology

Ans: D

Answer Location: A Curious Mind

Learning Objective: LO 1-2 Trace the historical development of sociological thought.

Cognitive Domain: Knowledge

Difficulty Level: Easy

4. The idea that economic, political, and other forms of human behavior are fundamentally shaped by social relationships is referred to as \_\_\_\_\_\_.

a. sociology

b. social embeddedness

c. relational theory

d. social reciprocity

Ans: B

Answer Location: A Curious Mind

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Knowledge

Difficulty Level: Easy

5. Which of the following would NOT be consideredpart of the sociological imagination?

a. recognizing the larger social forces that shape individual lives

b. seeing the connections between biography and history

c. emphasizing explanations that focus on the individual

d. making connections between personal troubles and public issues

Ans: C

Answer Location: The Sociological Imagination

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Comprehension

Difficulty Level: Medium

6. College students who graduated during the height of the recession and were not able to find a job but recognized that it was not due to any fault of their own but to larger structural forces were employing \_\_\_\_\_\_.

a. sociology

b. social embeddedness

c. the sociological imagination

d. agency

Ans: C

Answer Location: The Sociological Imagination

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Application

Difficulty Level: Medium

7. Which of the following is NOT one of the social forces that is ignored in blaming the poor for their poverty and suggesting that they work harder and “pull themselves up by their bootstraps”?

a. racial and ethnic discrimination

b. the outsourcing of manufacturing jobs

c. the dire state of public education in distressed rural and urban areas

d. the feminization of poverty

Ans: D

Answer Location: The Sociological Imagination

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Application

Difficulty Level: Easy

8. Which of the following is most closely associated with the concept of *free will*?

a. structure

b. agency

c. critical thinking

d. sociological imagination

Ans: B

Answer Location: The Sociological Imagination

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Comprehension

Difficulty Level: Easy

9. Social patterns that impose obstacles on us or afford us opportunities are referred to as \_\_\_\_\_\_.

a. structure

b. institutions

c. free will

d. socialization

Ans: A

Answer Location: The Sociological Imagination

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Knowledge

Difficulty Level: Easy

10. Students of parents who are well educated and economically prosperous have a position in the class structure that is \_\_\_\_\_\_ while students from poor families with no college background experience a class structure that is \_\_\_\_\_\_.

a. enabling; constraining

b. constraining; enabling

c. high; low

d. advantaged; disadvantaged

Ans: A

Answer Location: The Sociological Imagination

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Knowledge

Difficulty Level: Easy

11. The relationship between agency and structure is \_\_\_\_\_\_, as \_\_\_\_\_\_.

a. one-sided; agency influences structure

b. one-sided; structure enables or constrains agency

c. reciprocal; they both have an effect on one another

d. nonexistent; there is no relationship between the two

Ans: C

Answer Location: The Sociological Imagination

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Comprehension

Difficulty Level: Medium

12. Which of the following would be the best example of structure, according to the text?

a. President Barack Obama publicly announcing his support for gay marriage

b. a women’s rights activist marching in a protest

c. a bisexual teenager coming out to his or her friends and family

d. laws against women’s entry into higher education and the paid labor force in the early 1900s

Ans: D

Answer Location: The Sociological Imagination

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Application

Difficulty Level: Medium

13. The ability to evaluate claims about truth by using reason and evidence is referred to as \_\_\_\_\_\_.

a. critical thinking

b. the sociological imagination

c. scientific reasoning

d. logical thought

Ans: A

Answer Location: Critical Thinking

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Knowledge

Difficulty Level: Easy

14. Which of the following is NOT a characteristic of critical thinking?

a. recognizing poor arguments

b. using anecdotal evidence

c. rejecting statements not supported by evidence

d. questioning one’s own assumptions

Ans: B

Answer Location: Critical Thinking

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Analysis

Difficulty Level: Hard

15. The sociological imagination helps us to see that divorce, a private trouble, is influenced by all of the following public issues EXCEPT this one:

a. women’s growing economic independence

b. dynamism of cultural norms related to marriage and divorce

c. the adoption of no-fault divorce laws throughout the U.S.

d. financial stresses experienced by less-educated and lower-income couples

Ans: C

Answer Location: Critical Thinking

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Analysis

Difficulty Level: Hard

16. When small-scale production was replaced by more efficient, profit-driven manufacturing based in factories, this was known as what?

a. urbanization

b. the scientific revolution

c. the industrial revolution

d. the Enlightenment

Ans: C

Answer Location: The Birth of Sociology: Science, Progress, Industrialization, and Urbanization

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Easy

Question Type: MC

17. Accepted social behaviors and beliefs are referred to as \_\_\_\_\_\_.

a. norms

b. culture

c. social status

d. values

Ans: A

Answer Location: Urbanization: The Population Shift Toward Cities

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Knowledge

Difficulty Level: Easy

18. Which of the following is NOT characteristic of anomie?

a. It can be defined as a social condition of normlessness.

b. Individuals feel confused and anxious because they do not know how to interact with others.

c. It is more common in demographically homogenous areas than in demographically heterogeneous areas.

d. It can arise as a society transitions from a traditional, agricultural state to a modern, industrial state.

Ans: C

Answer Location: Urbanization: The Population Shift Toward Cities

Learning Objective: LO 1-1: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Comprehension

Difficulty Level: Medium

19. Which of the following is NOT one of the stages that Comte argued that all societies would go through?

a. theological

b. industrial

c. metaphysical

d. scientific reasoning

Ans: B

Answer Location: 19th-Century Founders

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Medium

20. According to Karl Marx, class conflict leads to what?

a. evolution

b. formal rationality

c. anomie

d. revolution

Ans: D

Answer Location: Karl Marx

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Easy

21. Which of the following did Marx NOT predict?

a. Technological change would happen slowly.

b. More people would become proletarian.

c. Monopolies would form.

d. Ownership of the means of production would become concentrated in fewer and fewer hands.

Ans: A

Answer Location: Karl Marx

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Medium

22. According to Weber, what type of system produced bureaucracies?

a. traditional

b. informal

c. formally rational

d. interpretive understanding

Ans: C

Answer Location: Max Weber

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Medium

23. Which of the following is NOT true of the early 20th-century brand of sociological thought known as the Chicago School?

a. It largely focused on social ills, such as crime, homelessness, and poverty.

b. Its founding members pioneered the field of urban sociology, as well as advanced the study of race relations.

c. Female sociologists in the field were highly respected and recognized.

d. The city or urban neighborhood was a common unit of study.

Ans: C

Answer Location: Significant Founding Ideas in U.S. Sociology

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Analysis

Difficulty Level: Medium

24. Which of the following isNOT true of W. E. B. Du Bois?

a. He was a civil rights leader who condemned segregation and the racism of America.

b. He wrote about double consciousness, an inescapable awareness of being both Black and American that African Americans experience.

c. His ideas were often considered too radical for sociologists at the time of his writing.

d. His ideas are considered outdated and have been debunked by modern Black sociologists.

Ans: D

Answer Location: W. E. B. Du Bois

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Analysis

Difficulty Level: Medium

25. Which of the following is NOT one of the arguments of early feminist and sociologist Charlotte Perkins Gilman?

a. Women just need to be given opportunities equal to men in order to advance.

b. The labor of women in the house enables men to produce more wealth than they otherwise could.

c. Women are economic factors in society but are not economically independent.

d. Sex roles in the family are not natural and inevitable but are social constructs that have the potential to change.

Ans: A

Answer Location: Women in Early Sociology

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Analysis

Difficulty Level: Hard

26. Which of the following is NOT characteristic of structural functionalism?

a. emphasizes conflict and competition

b. seeks to explain the functions of various social structures

c. recognizes manifest, or obvious, functions, as well as latent, or hidden, functions

d. upholds the status quo

Ans: A

Answer Location: The Functionalist Paradigm

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Analysis

Difficulty Level: Hard

27. Which of the following is NOT characteristic of conflict theory?

a. explains social organization in terms of conflict and competition

b. can be used to understand class, gender, and racial inequality

c. addresses the question of who benefits and who loses in a given situation

d. focuses solely on microlevel interactions

Ans: D

Answer Location: The Social Conflict Paradigm

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Analysis

Difficulty Level: Hard

28. Which of the following is NOT characteristic of symbolic interactionism?

a. It is a microlevel paradigm.

b. Many of the ideas originated with George Hebert Mead.

c. Structural context is considered more important than microlevel processes.

d. People understand themselves through their interaction with others.

Ans: C

Answer Location: Symbolic Interactionism

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Analysis

Difficulty Level: Hard

29. Talcott Parsons argued that men were socialized into instrumental roles to be rational workers, whereas women were socialized into expressive roles to be emotional and sensitive caretakers. Which perspective does this statement reflect?

a. symbolic interactionism

b. conflict theory

c. functionalism

d. feminism

Ans: C

Answer Location: The Functionalist Paradigm

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Application

Difficulty Level: Hard

30. Conservative politicians oppose gun control reform because they receive contributions from wealthy pro-gun lobbyists. Which perspective does this statement reflect?

a. symbolic interactionism

b. conflict theory

c. functionalism

d. feminism

Ans: B

Answer Location: The Social Conflict Paradigm

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Application

Difficulty Level: Medium

31. Elementary schools serve as childcare institutions, allowing more parents to participate in the workforce. Which perspective does this statement reflect?

a. functionalism

b. educational sociology

c. symbolic interactionism

d. conflict theory

Ans: A

Answer Location: The Functionalist Paradigm

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Application

Difficulty Level: Medium

32. Which perspective focuses on the labels and meanings we place on things such as the wink of an eye?

a. feminism

b. conflict theory

c. structural functionalism

d. symbolic interactionism

Ans: D

Answer Location: Symbolic Interactionism

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Application

Difficulty Level: Meaning

33. Which of the following is NOT considered a major theme of sociology, as outlined in the text?

a. globalization

b. power and inequality

c. technological innovation

d. the rise of communism

Ans: D

Answer Location: Principal Themes in This Book

Learning Objective: LO 1-7: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Comprehension

Difficulty Level: Easy

34. The ability to mobilize resources and achieve goals despite the resistance of others is referred to as \_\_\_\_\_\_.

a. authority

b. wealth

c. power

d. inequality

Ans: C

Answer Location: Power and Inequality

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Knowledge

Difficulty Level: Easy

35. In 1950, about 95% of clothing purchased in the U.S. was made domestically, but today, only about \_\_\_\_\_\_ is manufactured in the U.S.

a. 2%

b. 10%

c. 15%

d. 23%

Ans: A

Answer Location: Global Issues

Learning Objective: LO 1-1: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Knowledge

Difficulty Level: Easy

36. The practical application of knowledge to transform natural resources for human use is referred to as \_\_\_\_\_\_.

a. the information revolution

b. technology

c. innovation

d. industrialization

Ans: B

Answer Location: Technology and Society

Learning Objective: LO 1-1: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Knowledge

Difficulty Level: Easy

**True/False**

47. The choices we make as individuals have no effect on larger economic, political, and cultural structures.

Ans: F

Answer Location: The Sociological Imagination

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Comprehension

Difficulty Level: Easy

48. According to Émile Durkheim, social facts are external to the individual yet have a significant influence on our day-to-day behavior.

Ans: T

Answer Location: Émile Durkheim

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Medium

49. Collective conscience—common beliefs and values that bind a society together—is a hallmark of organic solidarity.

Ans: F

Answer Location: Émile Durkheim

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Medium

50. Karl Marx believed capitalism would disappear and be replaced by a utopian society of equality.

Ans: T

Answer Location: Karl Marx

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Easy

51. Max Weber believed modern society was increasingly characterized by rationality, as rules, regulations, and larger social structures played a greater role in people’s decisions.

Ans: T

Answer Location: Max Weber

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Medium

52. Sociological theories are logical, rigorous frameworks for the interpretation of social life that make particular assumptions and ask particular questions about the social world.

Ans: T

Answer Location: Sociology: One Way of Looking at the World—or Many?

Learning Objective: LO 1-2: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Knowledge

Difficulty Level: Easy

53. Sociologist Talcott Parsons believed that although traditional gender roles were biologically predetermined, they were the root cause of gender inequality and conflict.

Ans: F

Answer Location: The Functionalist Paradigm

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Comprehension

Difficulty Level: Medium

54. Languages, words, gestures, images, tattoos, hairstyles, and clothing are all considered symbols.

Ans: T

Answer Location: Symbolic Interactionism

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Knowledge

Difficulty Level: Easy

55. Symbolic interactionists would argue that special handshakes, team bonding during road trips, and group chants are largely unimportant when researching the dynamics of a sports team.

Ans: F

Answer Location: Symbolic Interactionism

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Comprehension

Difficulty Level: Medium

56. Many nations today, including the United States, are characterized by a high degree of social diversity.

Ans: T

Answer Location: Globalization and Diversity

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Knowledge

Difficulty Level: Easy

57. Advances in technology have had little or no effect on the spread of globalization.

Ans: F

Answer Location: Technology and Society

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Knowledge

Difficulty Level: Easy

**Short Answer**

37. Harriet Martineau argued that injustices such as slavery and women’s inequality stunted a society’s \_\_\_\_\_\_ development.

Ans: moral

Answer Location: Harriet Martineau

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Medium

38. Auguste Comte founded and named sociology as a \_\_\_\_\_\_ discipline, pushing for a society in which knowledge would be based on scientific reasoning and facts.

Ans: positivist

Answer Location: Auguste Comte

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Medium

39. Émile Durkheim established the first rules for conducting sociological research and examined the impact of modern society on social \_\_\_\_\_\_.

Ans: solidarity

Answer Location: Émile Durkheim

Learning Objective: LO 1-1: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Medium

40. Karl Marx believed that nearly all known societies are characterized by some system of division by economic \_\_\_\_\_\_, which results in conflict, as classes compete for wealth, power, and resources.

Ans: class

Answer Location: Karl Marx

Learning Objective: LO 1-2:Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Medium

41. Social statics refer to the way society is held together while \_\_\_\_\_\_ are the laws that govern change.

Ans: social dynamics

Answer Location: Auguste Comte

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Knowledge

Difficulty Level: Easy

42. With regard to social solidarity, Durkheim’s primary concern was how modern society would be held together without \_\_\_\_\_\_ solidarity

Ans: mechanical

Answer Location: Émile Durkheim

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Medium

43. Organic solidarity refers to bonds based on specialization and interdependence, whereas \_\_\_\_\_\_ solidarity refers to bonds based on shared customs, language, and beliefs.

Ans: mechanical

Answer Location: Émile Durkheim

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Easy

44. According to Karl Marx, in a capitalist society the bourgeoisie acquires wealth by exploiting the labor of the \_\_\_\_\_\_.

Ans: proletariat

Answer Location: Karl Marx

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Medium

45. Weber used the method of \_\_\_\_\_\_ to understand the meaning of what people say and do.

Ans: *Verstehen*

Answer Location: Max Weber

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Comprehension

Difficulty Level: Medium

46. Macrolevel paradigms are concerned with large-scale patterns and institutions, whereas \_\_\_\_\_\_ paradigms are concerned with social relations and interactions in specific, individual situations.

Ans: microlevel

Answer Location: Sociology: One Way of Looking at the World—or Many?

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Comprehension

Difficulty Level: Easy

58. Describe the relationship between the proletariat and the bourgeoisie under capitalism, as outlined by Karl Marx.

Ans: There is class conflict, or competition between social classes over the distribution of wealth, power, and other valued resources in society. Under capitalism, the working people, the proletariat, are exploited by the ownership class, the bourgeoisie, who own the means of production.

Answer Location: Karl Marx

Learning Objective: LO 1-3: Trace the historical development of sociological thought.

Cognitive Domain: Analysis

Difficulty Level: Medium

59. Identify and define Comte’s three stages of society.

Ans: The first stage is a theological one, in which explanations of the world are framed in terms of superstition, imagination, and religion. The second stage is a metaphysical one, characterized by abstract speculation but framed by the basic belief that society was the product of natural rather than supernatural forces. The third and last stage is positivist, one in which knowledge is based on scientific reasoning “from the facts.”

Answer Location: Auguste Comte

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Application

Difficulty Level: Medium

60. Explain the difference between a macrolevel paradigm and a microlevel paradigm, and provide an example of each.

Ans: Macrolevel paradigms are concerned with large-scale patterns and institutions (structural functionalism and social conflict). Microlevel paradigms are concerned with social relations and interactions in specific, individual situations (symbolic interactionism).

Answer Location: Sociology: One Way of Looking at the World—or Many?

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Analysis

Difficulty Level: Medium

61. Define the term *symbol*, and provide three specific examples of symbols in the United States.

Ans: Varies. Symbols are representations of things that are not immediately present to our senses, such as words, gestures, emoticons, tattoos, etc.

Answer Location: Symbolic Interactionism

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Analysis

Difficulty Level: Medium

62. Define *power* and *inequality*. Explain the relationship between the two.

Ans: Power is the ability to mobilize resources and achieve goals despite the resistance of others. Inequality refers to differences in wealth, power, opportunity, and other valued resources.

Answer Location: Power and Inequality

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Application

Difficulty Level: Medium

63. Explain what it means to be ethnocentric, and illustrate it with two examples of an individual practicing ethnocentrism.

Ans: Varies. Ethnocentric: judging other cultures by the standards of one’s own culture and regarding one’s own way of life as “normal”—and better. Examples could be around dress, food, religion, language, family life, personal interactions, etc.

Answer Location: Globalization and Diversity

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Application

Difficulty Level: Medium

64. Define the term *bureaucracy*, and illustrate it with an example.

Ans: Varies. Bureaucracies are formal organizations characterized by written rules, hierarchical authority, and a paid staff, intended to promote organizational efficiency.

Answer Location: Max Weber

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Application

Difficulty Level: Medium

65. Explain what it means for a society to have a collective conscience, and provide an example.

Ans: Varies. Collective conscience is common beliefs and values that bind a society together.

Answer Location: Émile Durkheim

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Analysis

Difficulty Level: Medium

66. Explain W. E. B. Du Bois’s idea of *double consciousness*.

Ans: Double consciousness is an awareness of oneself both as American and as Black, never free of racial stigma.

Answer Location: W. E. B. Du Bois

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Application

Difficulty Level: Medium

67. One of the rules of critical thinking is to think about the assumptions and biases that may underlie a study. Imagine you are conducting a study that examines the relationship between race and income. Identify how your own assumptions and biases might come into play.

Ans: Varies.

Answer Location: Critical Thinking

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Analysis

Difficulty Level: Medium

68. Explain the relationship between urbanization and capitalism. Include a brief discussion of Marx’s ideas about capitalism.

Ans: Varies. Urbanization means a higher concentration of people in cities, which means it is easier to exploit mass numbers of workers at once. It also means a bigger supply of cheap labor.

Answer Location: Urbanization: The Population Shift Toward Cities

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Application

Difficulty Level: Hard

69. Discuss the views of Harriet Martineau on women’s experience in marriage and enslaved Black people in the United States.

Ans: Martineau treated slavery and women’s experience of dependence in marriage as indicators of the limits of the moral development of the United States. In her view, the United States was unable to achieve its full social potential while it was morally stunted by persistent injustices such as slavery and women’s inequality.

Answer Location: Harriet Martineau

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Analysis

Difficulty Level: Medium

**Essay**

70. Discuss how the scientific revolution, the Enlightenment, the industrial revolution, and urbanization each played a role in the development of sociological thinking.

Ans: Should include some of the following details: The Enlightenment: 18th-century philosophers believed humankind could attain new heights by applying scientific understanding to human affairs. Ideals such as equality, liberty, and fundamental human rights. Belief that sociological understanding would create a more egalitarian, peaceful society in which individuals would be free to realize their full potential. Shared hope that a fairer and more just society would be achieved through the scientific understanding of society. The industrial revolution: traditional agricultural economies and the small-scale production of handicrafts in the home gave way to more efficient, profit-driven manufacturing based in factories. Rapid social change, growing inequality, sociologists sought to gain a social scientific perspective on what was happening and how it had come about. Urbanization: industrialization fostered the growth of cities, as people moved from rural fields to urban factories in search of work. Early industrial cities characterized by pollution and dirt, crime, and crowded housing tenements. In Europe, early sociologists lamented the passing of communal village life and its replacement by a savage and alienating urban existence.

Answer Location: The Development of Sociological Thinking

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Analysis

Difficulty Level: Hard

71. Identify a social problem or issue. Explain this phenomenon using a structural functionalist approach or lens. Include specific functionalist theories and concepts to explain why the issue “exists and persists.”

Ans: Varies. Should include explaining the phenomenon in terms of function or role it performs, how it serves a function that helps society work together to ensure equilibrium and health of society as a whole. Answers the question, What function does a particular institution, phenomenon, or social group serve for the maintenance of society?

Answer Location: The Functionalist Paradigm

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Application

Difficulty Level: Hard

72. Identify a social problem or issue. Explain this phenomenon using a conflict theory approach or lens. Include specific conflict theories and concepts to explain why the issue “exists and persists.”

Ans: Varies. Should include explaining phenomenon in terms of the conflict and competition over resources and power. Should address who benefits and who loses.

Answer Location: The Social Conflict Paradigm

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Application

Difficulty Level: Hard

73. Identify a social problem or issue. Explain this phenomenon using a symbolic interactionist approach or lens. Include specific theories and concepts.

Ans: Varies. Should include discussion of social interactions based on language and other symbols.

Answer Location: Symbolic Interactionism

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Application

Difficulty Level: Hard

74. The text outlines six simple rules for critical thinking (as outlined by Wade & Tavris, 1997). Choose at least three of these rules, and discuss why they are important when conducting a sociological study.

Ans: Varies. Choice of rules and discussion will vary but should include at least three of the following: (1) Be willing to ask any question, no matter how difficult, (2) think logically, and be clear, (3) back up your arguments with evidence (4) think about the assumptions and biases—including your own—that underlie all studies, (5) avoid anecdotal evidence, and (6) be willing to admit when you are wrong or uncertain about your results.

Answer Location: Critical Thinking

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Application

Difficulty Level: Medium

75. Explain the concept of the sociological imagination. Choose a particular phenomenon that could be understood as a private trouble, and explain it in terms of public issues.

Ans: Varies. The sociological imagination is the ability to grasp the relationship between individual lives and the larger social forces that shape them.

Answer Location: The Sociological Imagination

Learning Objective: LO 1-1: Describe the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Analysis

Difficulty Level: Hard

76. Define *agency* and *structure* as sociological concepts, and explain the differences between them. Using an example, illustrate and describe the relationship between agency and structure.

Ans: Agency: the ability of individuals and groups to exercise free will and to make social change, whether on a small or large scale. Structure: patterned social arrangements that have an effect on agency. Structure may enable or constrain social action. We all have the ability to make choices and exercise free will, *but* the structures that surround us impose obstacles or present opportunities for us. The choices we make may be enabled or constrained by structure. Reciprocal relationship: structure affects agency, agency can change the dimensions of structure. Example varies.

Answer Location: The Sociological Imagination

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Analysis

Difficulty Level: Hard

77. Define the terms *anomie* and *norms*, and explain the relationship between the two concepts. Identify one social problem or issue that could arise because of anomie.

Ans: Varies. Norms are accepted social behaviors and beliefs. Anomie is a state of normlessness that occurs when people lose sight of the shared rules and values that give order and meaning to their lives. When communities undergo rapid change, they lose their norms, and anomie occurs.

Answer Location: Urbanization: The Population Shift Toward Cities

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociological thought.

Cognitive Domain: Analysis

Difficulty Level: Hard

78. Discuss the marginalization of women sociologists and theorists and sociologists of color—in particular, African Americans—from the field of sociology. Discuss how a conflict theorist might explain this marginalization.

Ans: Varies. Include historical legacy of discrimination based on gender and race. Include examples such as W. E. B. Du Bois and Harriet Martineau.

Answer Location: 19th-Century Founders, Significant Founding Ideas in U.S. Sociology, Women in Early Sociology

Learning Objective: LO 1-3: Identify key theoretical paradigms in the discipline of sociology.

Cognitive Domain: Application

Difficulty Level: Hard

79. Define *globalization*. Identify three effects of globalization and how these effects can either be positive or negative for local or national communities.

Ans: Varies. Globalization is the process by which people all over the planet become increasingly interconnected economically, politically, culturally, and environmentally.

Answer Location: Globalization and Diversity

Learning Objective: LO 1-1: Describe the significance of the sociological imagination and critical thinking in the study of sociology.

Cognitive Domain: Application

Difficulty Level: Medium

80. Compare and contrast the theories of Karl Marx and Max Weber.

Ans: Varies.

Answer Location: Karl Marx, Max Weber

Learning Objective: LO 1-2: Trace the historical development of sociological thought.

Cognitive Domain: Analysis

Difficulty Level: Hard