

Student: _____

1. Which of the following was the main concern of Barbara Ehrenreich's study in *Nickel and Dimed: On (Not) Getting By in America*?
 - A. Large cities
 - B. Education
 - C. Stratification in society
 - D. Crime
2. The scientific study of social behavior and human groups is known as:
 - A. psychology.
 - B. political science.
 - C. anthropology.
 - D. sociology.
3. Sociology:
 - A. is the scientific study of social behavior and human groups.
 - B. focuses primarily on how social relationships influence people's behavior.
 - C. focuses on how societies develop and change.
 - D. All of these
4. The awareness that allows people to comprehend the link between their immediate, personal social settings and the remote, impersonal social world is called:
 - A. the sociological imagination.
 - B. anthropology.
 - C. a theory.
 - D. Verstehen.
5. _____ is most closely associated with the concept of the sociological imagination.
 - A. Émile Durkheim
 - B. Max Weber
 - C. Karl Marx
 - D. C. Wright Mills
6. A key element in the sociological imagination is the ability to view one's own society:
 - A. from the perspective of personal experience.
 - B. from the perspective of cultural biases.
 - C. as an outsider.
 - D. as an insider.
7. A sociologist observing behavior at a college football game would probably focus on:
 - A. what books the coach of the team has read during the past year.
 - B. a "fan" who has fallen asleep during the game's fourth quarter.
 - C. the interaction among fans during the pre-game ritual of tailgate parties.
 - D. the cleanliness of the rest room facilities in the stadium.
8. Which of the following would be an example of the sociological imagination?
 - A. A study of an individual's sleeping patterns
 - B. An analysis of the content of dreams
 - C. A study that concentrates on the behavior of people listening to a religious service compared to those listening to a rock concert
 - D. An analysis of the powers of the Canadian prime minister to settle a trade dispute among Canada, Mexico and the United States.

9. Which aspect of divorce would most likely be of interest to sociologists using a sociological imagination?
- The structural impact of divorce
 - The personal hardships of a man or woman divorcing
 - The amount of average child support payments for dependent children
 - The number of suicides connected to divorce
10. A sociological imagination is an empowering tool because:
- it allows us to look beyond a limited understanding of the world.
 - it helps us understand why certain people may prefer hip-hop music.
 - it helps open up an understanding of different populations in the world.
 - All of these
11. The body of knowledge obtained using methods based upon systematic observation is called a (an):
- theory.
 - Verstehen.
 - science.
 - ideal type.
12. Sociology is considered a science because sociologists:
- teach at respected universities.
 - engage in organized and systematic study of phenomena to enhance understanding.
 - receive government funding for research projects.
 - construct middle-range theories to explain social behavior.
13. Which of the following subject areas is an example of a natural science?
- Philosophy
 - British literature
 - Ceramics
 - Geology
14. Sociology, anthropology, economics, and history study various aspects of human society and are therefore considered:
- natural sciences.
 - social sciences.
 - typologies.
 - psychological categories.
15. Astronomy, biology, chemistry, geology, and physics study various aspects of the physical features of nature and are therefore considered:
- natural sciences.
 - social sciences.
 - typologies.
 - psychological categories.
16. Which of the following disciplines would most likely explore the ways in which people produce and exchange goods?
- History
 - Psychology
 - Economics
 - Sociology
17. Which of the following disciplines investigates personality and individual behavior?
- History
 - Psychology
 - Political science
 - Sociology

18. Which of the following academic disciplines emphasizes the influence that society has on people's attitudes, behavior, and the ways in which people shape society?
 - A. Anthropology
 - B. Economics
 - C. Sociology
 - D. Physics
19. While human actions and interactions are things most people reflect upon, sociology is distinguished from common sense in that it:
 - A. is not based on reason
 - B. is logical
 - C. is based on a systematic analysis of facts
 - D. is a university course
20. The statement "most people do not believe global warming is actually occurring" is problematic because:
 - A. It is not supported by sociological research
 - B. It is a generalization
 - C. Everybody knows it
 - D. None of the above
21. Which social science would be most interested in the stances taken by elected officials concerning the death penalty and the implications of their views?
 - A. History
 - B. Economics
 - C. Sociology
 - D. Political science
22. Which social science would be most interested in the cost comparison between the use of the death penalty and incarceration for criminal offenders?
 - A. History
 - B. Economics
 - C. Sociology
 - D. Political science
23. A natural scientist would be likely to study:
 - A. the clothing patterns of a group of people during a 100-year period.
 - B. food preparation among a tribal group in New Guinea.
 - C. rock formations and composition in coastal areas.
 - D. the interaction between men and women in a bar.
24. A social scientist would be likely to study the:
 - A. composition of a meteorite discovered in a remote section of Siberia.
 - B. reasons for an increase in the Canadian divorce rate.
 - C. newest procedure of performing heart transplant surgery.
 - D. discovery of possible life on Mars.
25. Sociologists analyze disasters such as Hurricane Katrina on August 29, 2005 to understand how these events initiate:
 - A. social disorganization and chaos.
 - B. rioting, looting, and the breakdown of social control.
 - C. social inequality.
 - D. retreatist behavior—people become reclusive and fear walking outside their homes.
26. Attempts to explain problems, actions, or behavior in a comprehensive manner are called:
 - A. sciences.
 - B. typologies.
 - C. theories.
 - D. ideal types.

27. According to Émile Durkheim's research on suicide:
- A. Protestants have higher suicide rates than Catholics.
 - B. married people have higher suicide rates than unmarried people.
 - C. civilians have higher suicide rates than soldiers.
 - D. suicide rates are higher during periods of prosperity than during periods of depression.
28. Émile Durkheim's study of suicide related suicide rates to:
- A. personal depression.
 - B. personal stress.
 - C. the extent to which people were integrated into the group life of a society.
 - D. climatic conditions (i.e., oppressive heat, heavy rain, cold winters).
29. Émile Durkheim's explanation of suicide was scientific because he:
- A. developed conclusions based on systematic examination of data.
 - B. carefully studied the personalities of hundreds of suicide victims.
 - C. worked in a university setting.
 - D. divided suicide into four distinctive categories.
30. Which of the following statements is the best example of a sociological theory?
- A. Suicide rates are a reflection of whether people are, or are not, integrated into the group life of a society.
 - B. John's suicide was probably the result of the stress he was feeling at work.
 - C. Social groups must have three or more members.
 - D. Betting on horse races increases on sunny days.
31. Émile Durkheim is known for his classic sociological study of:
- A. suicide.
 - B. abortion.
 - C. soccer.
 - D. crowd control.
32. The discipline of sociology was given its name by the French theorist:
- A. Émile Durkheim.
 - B. Auguste Comte.
 - C. Harriet Martineau.
 - D. Marcel Marceau.
33. Which sociologist translated the works of Auguste Comte into English and emphasized the impact that the economy, laws, trade, and population could have on contemporary social problems?
- A. Émile Durkheim
 - B. Jane Addams
 - C. Harriet Martineau
 - D. Talcott Parsons
34. Which early sociologist applied the concept of evolution to societies in order to explain how they change, or evolve, over time?
- A. Émile Durkheim
 - B. Charles Darwin
 - C. Harriet Martineau
 - D. Herbert Spencer
35. Anomie refers to:
- A. a model that serves as a measuring rod against which actual cases can be evaluated.
 - B. a loss of direction that is felt in a society when social control of individual behavior has become ineffective.
 - C. a classification scheme containing two or more categories.
 - D. a type of suicide that is based on depression.

36. In many Third World nations, the pace of social change is very rapid and there is significant hunger and starvation, unemployment, and family disruption. Individuals who live in Third World nations are likely to suffer:
- A. dialecticism.
 - B. anomie.
 - C. verstehen.
 - D. dramaturgy.
37. The concept of anomie was introduced into sociology by:
- A. Auguste Comte.
 - B. Émile Durkheim.
 - C. Max Weber.
 - D. C. Wright Mills.
38. The word that Max Weber used to stress the need for sociologists to take into account people's emotions, thoughts, beliefs, understandings, and attitudes was:
- A. verstehen.
 - B. Gemeinschaft.
 - C. anomie.
 - D. Gesellschaft.
39. A sociologist interviews high-salaried corporate chief executive officers (CEOs) to discover whether they feel stress in their everyday lives as a result of the pressure to produce at an unreachable level. This sociologist is employing:
- A. alienation.
 - B. anomie.
 - C. verstehen.
 - D. globalization techniques.
40. The concept of verstehen was introduced into sociology by:
- A. Auguste Comte.
 - B. Émile Durkheim.
 - C. Max Weber.
 - D. C. Wright Mills.
41. An ideal type is:
- A. a body of knowledge obtained by methods based on systematic observation.
 - B. a construct or model that serves as a measuring rod against which actual cases can be evaluated.
 - C. a detailed plan or method for obtaining data scientifically.
 - D. an initiator of people's attitudes or behavior.
42. A construct or model that serves as a measuring rod against which actual cases can be evaluated is called a (an):
- A. ideal type.
 - B. typology.
 - C. natural science.
 - D. theory.
43. In The Communist Manifesto, Marx argued that the working class must:
- A. ally with capitalists to build a better world.
 - B. try to work toward a return to feudalism.
 - C. overthrow the existing class system of capitalist societies.
 - D. ignore all aspects of class divisions.

44. Karl Marx and Friedrich Engels said, "the history of all hitherto existing society is the history of class struggles. [. . .] The _____ have nothing to lose but their chains. They have a world to win. WORKING MEN OF ALL COUNTRIES UNITE!"
- A. bourgeoisie
 - B. proletarians
 - C. vulcans
 - D. middle classes
45. Which aspect(s) of the social system did Karl Marx believe enabled the owners of the means of production to exploit the industrial workers?
- A. The economic system
 - B. The political system
 - C. The social system
 - D. All of these
46. In Karl Marx's analysis, society was fundamentally divided between:
- A. men and women who clash in pursuit of their own interests.
 - B. classes that clash in pursuit of their own class interests.
 - C. Blacks and Whites who clash in pursuit of their own racial interests.
 - D. the religious and the non-religious who clash in pursuit of their own interests.
47. Which of the following was a central focus for Charles Horton Cooley?
- A. Class issues
 - B. Divorce
 - C. Intimate face-to-face groups
 - D. Suicide
48. Early female sociologists such as Jane Addams often were active in poor urban areas as leaders of community centers known as:
- A. settlement houses.
 - B. communes.
 - C. collective homes.
 - D. utopian communities.
49. Although some of the early sociologists saw themselves as social reformers, by the middle of the twentieth century, the focus of the discipline of sociology had shifted to:
- A. theorizing and gathering information.
 - B. a de-emphasis on the scientific method.
 - C. applied sociology.
 - D. the advocacy of civil rights for minorities.
50. Which sociologist made an important contribution to the discipline by successfully combining theory and research?
- A. C. Wright Mills
 - B. Jane Addams
 - C. Harriet Martineau
 - D. Robert Merton
51. _____ stresses the study of small groups and often uses experimental study in laboratories.
- A. Microsociology
 - B. Macrosociology
 - C. Middle-range sociology
 - D. Conflict theory

52. Sociological studies that focus on large-scale phenomena or entire civilizations are defined as:
- A. microsociology.
 - B. interactionism.
 - C. macrosociology.
 - D. dramaturgy.
53. A study of divorce rates among the populations of Canada, England, the United States, and France is an example of:
- A. alienation.
 - B. anomie.
 - C. microsociology.
 - D. macrosociology.
54. A sociologist studies drug-use patterns among small groups of university students in a western Canadian city. This would be an example of:
- A. conflict theory.
 - B. functionalism.
 - C. macrosociology.
 - D. microsociology.
55. Which sociological perspective would view society as a living organism in which each part of the organism contributes to its survival and stability?
- A. Functionalist perspective
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. All of these
56. Which sociologist saw "society as a vast network of connected parts, each of which contributes to the maintenance of the system as a whole"?
- A. Karl Marx
 - B. Erving Goffman
 - C. Max Weber
 - D. Talcott Parsons
57. Which sociological perspective would suggest that if an aspect of social life does not contribute to a society's stability, then it does not serve a useful function?
- A. Functionalist perspective
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. All of these
58. Which sociological perspective would be most likely to argue that large-scale political organizations exist in order to satisfy certain basic social needs?
- A. Functionalist perspective
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. Global perspective
59. According to the functionalist perspective, an aspect of social life is passed on from one generation to the next if it:
- A. can be used by one group to subjugate another group.
 - B. enhances impression management.
 - C. promotes values consensus among members of a society.
 - D. is dysfunctional.

60. Which one of the following could be a manifest function of universities?
- A. They are a place to meet future husbands or wives.
 - B. They sometimes fail to teach students how to read or write effectively.
 - C. They help to maintain the economic status quo in Canada.
 - D. They prepare students for their future careers.
61. An element or a process of society that may actually disrupt a social system or lead to a decrease in stability is known as a:
- A. latent function.
 - B. manifest function.
 - C. dysfunction.
 - D. conflict function.
62. Which one of the following could be a latent function of universities?
- A. They are a place to meet future husbands or wives.
 - B. They sometimes fail to teach students how to read or write effectively.
 - C. They help to maintain the economic status quo in Canada.
 - D. They prepare students for their future careers.
63. Which sociological perspective sees the social world as being in continual struggle?
- A. Functionalist perspective
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. Global perspective
64. Television critics often suggest that major television network and movie corporation executives are white, wealthy males who decide what programs or movies will be produced, and which directors and actors will obtain jobs in the industry. This reflects a:
- A. Functionalist perspective.
 - B. Conflict perspective.
 - C. Interactionist perspective.
 - D. Global perspective.
65. Contemporary conflict theorists are concerned with the conflict between:
- A. women and men.
 - B. cities and suburbs.
 - C. Blacks and Whites.
 - D. All of these
66. Which sociological perspective would most likely want to know "who benefits, who suffers, and who dominates at the expense of others" in social relationships?
- A. Functionalist perspective
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. Global perspective
67. Which of the following sociologists advocated basic research on the lives of Blacks?
- A. Robert Merton
 - B. Jane Addams
 - C. W.E.B. DuBois
 - D. C. Wright Mills
68. Which sociological approach focuses on people's lived experiences as being influenced by gender inequality?
- A. Functionalist perspective
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. Feminist perspective

69. Which feminist activist led the suffrage movement in Canada?
- A. Jane Addams
 - B. Nellie McClung
 - C. Harriet Martineau
 - D. Dorothy Smith
70. Which sociological perspective generalizes about everyday forms of social interaction in order to understand society as a whole?
- A. Functionalist perspective
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. All of these
71. Which sociologist is widely regarded as the founder of the interactionist perspective?
- A. C. Wright Mills
 - B. George Herbert Mead
 - C. Charles Horton Cooley
 - D. Erving Goffman
72. Which sociological perspective holds the view that people create their social worlds through interaction and manipulation of symbols?
- A. Functionalist
 - B. Conflict
 - C. Interactionist
 - D. Global
73. Which of the sociological perspectives is most concerned with macro-level analysis?
- A. Functionalist perspective
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. Functionalist and conflict perspectives
74. Inequality, capitalism, and stratification are key concepts of which theoretical perspective?
- A. Functionalist perspective
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. Functionalist and conflict perspectives
75. Which sociological perspective emphasizes the contribution that an element of a society makes to overall social stability?
- A. Functionalist perspective
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. Functionalist and interactionist perspectives
76. Which sociological perspective would most likely argue that the social order is based on coercion and exploitation?
- A. Functionalist perspective
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. Global perspective
77. Which sociological approach would view sports as an agent for defining people's social positions as players, coaches, and referees as a result of their performances and reputations?
- A. Functionalist
 - B. Conflict
 - C. Interactionist
 - D. Feminist

78. Which sociological perspective would view sports as a form of big business in which profits are more important than the health and safety of athletes?
- A. Functionalist
 - B. Conflict
 - C. Interactionist
 - D. None of these
79. The view that sports serve as a safety valve for both participants and spectators who are allowed to shed tension and aggressive energy in a socially acceptable way would reflect which sociological perspective:
- A. Functionalist.
 - B. Conflict theorist.
 - C. Interactionist.
 - D. Feminist.
80. Which sociological perspective would most likely suggest that sports help to maintain people's physical well-being?
- A. Functionalist
 - B. Conflict
 - C. Interactionist
 - D. Feminist
81. The view that sports serve as an "opiate" for social injustices and distract people from focusing on the reality of personal problems and social issues would most likely be held by:
- A. functionalist sociology.
 - B. the conflict perspective.
 - C. interactionists.
 - D. global sociology.
82. Which sociological perspective would suggest that sport participants may work together harmoniously, and abandon previously held stereotypes and prejudices despite class, racial, and religious differences?
- A. Functionalist
 - B. Conflict
 - C. Interactionist
 - D. Feminist
83. Which sociological perspective would be interested in whether watching or participating in sports reinforces the roles than men and women play in the larger society?
- A. Functionalist
 - B. Conflict
 - C. Interactionist
 - D. Feminist
84. Which is considered the major theme of analysis in sociology today?
- A. Social inequality
 - B. Individual inferiority
 - C. Genetic influences
 - D. Mental disturbance
85. A condition in which members of society have differing amounts of wealth, prestige, or power is referred to as:
- A. social inequality.
 - B. pure sociology.
 - C. applied sociology.
 - D. social psychology.

86. The fact that the September 11, 2001 terrorist attacks in the United States led to an economic decline throughout the world is an example of:
- A. U.S. world domination.
 - B. world support for the U.S.
 - C. social inequality.
 - D. globalization.
87. Which of these is a common view of globalization?
- A. It allows multinational corporations to expand unchecked.
 - B. It is the natural outcome of advanced communications technology.
 - C. It rarely impacts people in developing countries.
 - D. More than one of these
88. Which statement about the 2004 Tsunami is true?
- A. The fact that it hit relatively poor areas of the world probably had an impact on the number of people killed.
 - B. Approximately 100,000 people were killed by the tsunami.
 - C. The Tsunami disaster cannot be related to globalization.
 - D. More than one of these
89. Sociology is the systematic study of social behavior and the study of individual personality differences.
True False
90. Religion is becoming more and more important for first-year college students.
True False
91. An effective sociological theory may have both explanatory and predictive power.
True False
92. Herbert Spencer suggested that sociologists should be highly critical of the status quo and should work actively for social change.
True False
93. Karl Marx saw the factory as the center of conflict between society's exploiters and its exploited masses.
True False
94. John Porter's work on *The Vertical Mosaic* established a place for Canadian sociology on an international scale.
True False
95. In the middle of the twentieth century, the focus of sociology shifted from theorizing and information gathering to a more active interest in transforming society.
True False
96. One of Robert Merton's most significant contributions to sociology was the attempt to merge the micro- and macro-level approaches to the study of society.
True False
97. Despite their differences, functionalists, conflict theorists, feminists, and interactionists would all agree that there is much more to sports than exercise or recreation.
True False

98. Describe what C. Wright Mills meant by the term sociological imagination.
99. Discuss what separates sociology from common sense. Be sure to give some examples of how sociological research might dispel commonly accepted views.
100. Summarize the contributions of Émile Durkheim, Max Weber, and Karl Marx to the field of sociology. Be sure to note any theoretical differences they may have had with one another.
101. Explain the similarities and differences between the three major sociological perspectives of functionalism, conflict theory, and symbolic interactionism. Identify which perspectives use a macro-level and a micro-level of analysis.
102. Describe the similarities and differences between conflict theory and the feminist perspective.

1 Key

1. Which of the following was the main concern of Barbara Ehrenreich's study in *Nickel and Dimed: On (Not) Getting By in America*?
(p. 4)
- A. Large cities
 - B. Education
 - C. Stratification in society**
 - D. Crime

*Learning Objective: NA
Schaefer - Chapter 01 #1*

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

2. The scientific study of social behavior and human groups is known as:
(p. 5)
- A. psychology.
 - B. political science.
 - C. anthropology.
 - D. sociology.**

*Learning Objective: 1
Schaefer - Chapter 01 #2*

Type: Most definition questions ask students to demonstrate their understanding of key terms presented in boldface italics in the text (these are listed in the "Key Terms" section at the end of each chapter and are included in the glossary at the end of the book). Questions about other key terms that are presented in italics in the text are also included in this section.

3. **Sociology:**
(p. 5)
- A. is the scientific study of social behavior and human groups.
 - B. focuses primarily on how social relationships influence people's behavior.
 - C. focuses on how societies develop and change.
 - D. All of these**

*Learning Objective: 1
Schaefer - Chapter 01 #3*

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4. The awareness that allows people to comprehend the link between their immediate, personal social settings and the remote, impersonal social world is called:
(p. 4)
- A. the sociological imagination.**
 - B. anthropology.
 - C. a theory.
 - D. Verstehen.

*Learning Objective: 6
Schaefer - Chapter 01 #4*

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5. _____ is most closely associated with the concept of the sociological imagination.
(p. 5)
- A. Émile Durkheim
 - B. Max Weber
 - C. Karl Marx
 - D. C. Wright Mills**

*Learning Objective: 6
Schaefer - Chapter 01 #5*

Type: Most sociologists questions ask students to identify the contributions made by the various sociologists who are mentioned in the text. These questions focus on the major figures in the field of sociology and the researchers whose work is examined in the text.

6. A key element in the sociological imagination is the ability to view one's own society:
(p. 5) A. from the perspective of personal experience.
B. from the perspective of cultural biases.
C. as an outsider.
D. as an insider.

Learning Objective: 6
Schaefer - Chapter 01 #6

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

7. A sociologist observing behavior at a college football game would probably focus on:
(p. 6) A. what books the coach of the team has read during the past year.
B. a "fan" who has fallen asleep during the game's fourth quarter.
C. the interaction among fans during the pre-game ritual of tailgate parties.
D. the cleanliness of the rest room facilities in the stadium.

Learning Objective: 1
Schaefer - Chapter 01 #7

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

8. Which of the following would be an example of the sociological imagination?
(p. 5) A. A study of an individual's sleeping patterns
B. An analysis of the content of dreams
C. A study that concentrates on the behavior of people listening to a religious service compared to those listening to a rock concert
D. An analysis of the powers of the Canadian prime minister to settle a trade dispute among Canada, Mexico and the United States.

Learning Objective: 6
Schaefer - Chapter 01 #8

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9. Which aspect of divorce would most likely be of interest to sociologists using a sociological imagination?
(p. 5) **A.** The structural impact of divorce
B. The personal hardships of a man or woman divorcing
C. The amount of average child support payments for dependent children
D. The number of suicides connected to divorce

Learning Objective: 6
Schaefer - Chapter 01 #9

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

10. A sociological imagination is an empowering tool because:
(p. 5) A. it allows us to look beyond a limited understanding of the world.
B. it helps us understand why certain people may prefer hip-hop music.
C. it helps open up an understanding of different populations in the world.
D. All of these

Learning Objective: 6
Schaefer - Chapter 01 #10

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

11. The body of knowledge obtained using methods based upon systematic observation is called a
(p. 5) (an):
A. theory.
B. Verstehen.
C. science.
D. ideal type.

Learning Objective: NA
Schaefer - Chapter 01 #11

Type: Most definition questions ask students to demonstrate their understanding of key terms presented in boldface italics in the text (these are listed in the "Key Terms" section at the end of each chapter and are included in the glossary at the end of the book). Questions about other key terms that are presented in italics in the text are also included in this section.

12. Sociology is considered a science because sociologists:
(p. 6) A. teach at respected universities.
B. engage in organized and systematic study of phenomena to enhance understanding.
C. receive government funding for research projects.
D. construct middle-range theories to explain social behavior.

Learning Objective: 1
Schaefer - Chapter 01 #12

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

13. Which of the following subject areas is an example of a natural science?
(p. 6) A. Philosophy
B. British literature
C. Ceramics
D. Geology

Learning Objective: NA
Schaefer - Chapter 01 #13

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

14. Sociology, anthropology, economics, and history study various aspects of human society and are therefore considered:
(p. 6) A. natural sciences.
B. social sciences.
C. typologies.
D. psychological categories.

Learning Objective: 1
Schaefer - Chapter 01 #14

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15. Astronomy, biology, chemistry, geology, and physics study various aspects of the physical features of nature and are therefore considered:
(p. 6) **A.** natural sciences.
B. social sciences.
C. typologies.
D. psychological categories.

Learning Objective: NA
Schaefer - Chapter 01 #15

Type: Most definition questions ask students to demonstrate their understanding of key terms presented in boldface italics in the text (these are listed in the "Key Terms" section at the end of each chapter and are included in the glossary at the end of the book). Questions about other key terms that are presented in italics in the text are also included in this section.

16. Which of the following disciplines would most likely explore the ways in which people produce and exchange goods?
(p. 6) A. History
B. Psychology
C. Economics
D. Sociology

Learning Objective: NA
Schaefer - Chapter 01 #16

Type: Most definition questions ask students to demonstrate their understanding of key terms presented in boldface italics in the text (these are listed in the "Key Terms" section at the end of each chapter and are included in the glossary at the end of the book). Questions about other key terms that are presented in italics in the text are also included in this section.

17. Which of the following disciplines investigates personality and individual behavior?
(p. 6) A. History
B. Psychology
C. Political science
D. Sociology

Learning Objective: NA
Schaefer - Chapter 01 #17

Type: Most definition questions ask students to demonstrate their understanding of key terms presented in boldface italics in the text (these are listed in the "Key Terms" section at the end of each chapter and are included in the glossary at the end of the book). Questions about other key terms that are presented in italics in the text are also included in this section.

18. Which of the following academic disciplines emphasizes the influence that society has on people's attitudes, behavior, and the ways in which people shape society?
(p. 6)
- A. Anthropology
 - B. Economics
 - C. Sociology**
 - D. Physics

Learning Objective: 1
Schaefer - Chapter 01 #18

Type: Most definition questions ask students to demonstrate their understanding of key terms presented in boldface italics in the text (these are listed in the "Key Terms" section at the end of each chapter and are included in the glossary at the end of the book). Questions about other key terms that are presented in italics in the text are also included in this section.

19. While human actions and interactions are things most people reflect upon, sociology is distinguished from common sense in that it:
(p. 7)
- A. is not based on reason
 - B. is logical
 - C. is based on a systematic analysis of facts**
 - D. is a university course

Learning Objective: 2
Schaefer - Chapter 01 #19

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

20. The statement "most people do not believe global warming is actually occurring" is problematic because:
(p. 8-9)
- A. It is not supported by sociological research**
 - B. It is a generalization
 - C. Everybody knows it
 - D. None of the above

Learning Objective: 2
Schaefer - Chapter 01 #20

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

21. Which social science would be most interested in the stances taken by elected officials concerning the death penalty and the implications of their views?
(p. 6)
- A. History
 - B. Economics
 - C. Sociology
 - D. Political science**

Learning Objective: 1
Schaefer - Chapter 01 #21

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

22. Which social science would be most interested in the cost comparison between the use of the death penalty and incarceration for criminal offenders?
(p. 6)
- A. History
 - B. Economics**
 - C. Sociology
 - D. Political science

Learning Objective: 1
Schaefer - Chapter 01 #22

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

23. A natural scientist would be likely to study:
(p. 6)
- A. the clothing patterns of a group of people during a 100-year period.
 - B. food preparation among a tribal group in New Guinea.
 - C. rock formations and composition in coastal areas.**
 - D. the interaction between men and women in a bar.

Learning Objective: NA
Schaefer - Chapter 01 #23

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

24. A social scientist would be likely to study the:
(p. 6) A. composition of a meteorite discovered in a remote section of Siberia.
B. reasons for an increase in the Canadian divorce rate.
C. newest procedure of performing heart transplant surgery.
D. discovery of possible life on Mars.

Learning Objective: NA
Schaefer - Chapter 01 #24

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

25. Sociologists analyze disasters such as Hurricane Katrina on August 29, 2005 to understand how these events initiate:
(p. 6) A. social disorganization and chaos.
B. rioting, looting, and the breakdown of social control.
C. social inequality.
D. retreatist behavior—people become reclusive and fear walking outside their homes.

Learning Objective: 1
Schaefer - Chapter 01 #25

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

26. Attempts to explain problems, actions, or behavior in a comprehensive manner are called:
(p. 9) A. sciences.
B. typologies.
C. theories.
D. ideal types.

Learning Objective: 3
Schaefer - Chapter 01 #26

Type: Most definition questions ask students to demonstrate their understanding of key terms presented in boldface italics in the text (these are listed in the "Key Terms" section at the end of each chapter and are included in the glossary at the end of the book). Questions about other key terms that are presented in italics in the text are also included in this section.

27. According to Émile Durkheim's research on suicide:
(p. 9) **A.** Protestants have higher suicide rates than Catholics.
B. married people have higher suicide rates than unmarried people.
C. civilians have higher suicide rates than soldiers.
D. suicide rates are higher during periods of prosperity than during periods of depression.

Learning Objective: 3
Schaefer - Chapter 01 #27

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

28. Émile Durkheim's study of suicide related suicide rates to:
(p. 9) A. personal depression.
B. personal stress.
C. the extent to which people were integrated into the group life of a society.
D. climatic conditions (i.e., oppressive heat, heavy rain, cold winters).

Learning Objective: 3
Schaefer - Chapter 01 #28

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

29. Émile Durkheim's explanation of suicide was scientific because he:
(p. 9) **A.** developed conclusions based on systematic examination of data.
B. carefully studied the personalities of hundreds of suicide victims.
C. worked in a university setting.
D. divided suicide into four distinctive categories.

Learning Objective: 3
Schaefer - Chapter 01 #29

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

30. Which of the following statements is the best example of a sociological theory?
(p. 10) **A.** Suicide rates are a reflection of whether people are, or are not, integrated into the group life of a society.
B. John's suicide was probably the result of the stress he was feeling at work.
C. Social groups must have three or more members.
D. Betting on horse races increases on sunny days.

Learning Objective: 3
Schaefer - Chapter 01 #30

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

31. Émile Durkheim is known for his classic sociological study of:
(p. 9) **A.** suicide.
B. abortion.
C. soccer.
D. crowd control.

Learning Objective: 3
Schaefer - Chapter 01 #31

Type: Most sociologists questions ask students to identify the contributions made by the various sociologists who are mentioned in the text. These questions focus on the major figures in the field of sociology and the researchers whose work is examined in the text.

32. The discipline of sociology was given its name by the French theorist:
(p. 12) A. Émile Durkheim.
B. Auguste Comte.
C. Harriet Martineau.
D. Marcel Marceau.

Learning Objective: 3
Schaefer - Chapter 01 #32

Type: Most sociologists questions ask students to identify the contributions made by the various sociologists who are mentioned in the text. These questions focus on the major figures in the field of sociology and the researchers whose work is examined in the text.

33. Which sociologist translated the works of Auguste Comte into English and emphasized the impact that the economy, laws, trade, and population could have on contemporary social problems?
(p. 12) A. Émile Durkheim
B. Jane Addams
C. Harriet Martineau
D. Talcott Parsons

Learning Objective: 3
Schaefer - Chapter 01 #33

Type: Most sociologists questions ask students to identify the contributions made by the various sociologists who are mentioned in the text. These questions focus on the major figures in the field of sociology and the researchers whose work is examined in the text.

34. Which early sociologist applied the concept of evolution to societies in order to explain how they change, or evolve, over time?
(p. 13) A. Émile Durkheim
B. Charles Darwin
C. Harriet Martineau
D. Herbert Spencer

Learning Objective: 3
Schaefer - Chapter 01 #34

Type: Most sociologists questions ask students to identify the contributions made by the various sociologists who are mentioned in the text. These questions focus on the major figures in the field of sociology and the researchers whose work is examined in the text.

35. Anomie refers to:
(p. 14) A. a model that serves as a measuring rod against which actual cases can be evaluated.
B. a loss of direction that is felt in a society when social control of individual behavior has become ineffective.
C. a classification scheme containing two or more categories.
D. a type of suicide that is based on depression.

Learning Objective: 3
Schaefer - Chapter 01 #35

Type: Most definition questions ask students to demonstrate their understanding of key terms presented in boldface italics in the text (these are listed in the "Key Terms" section at the end of each chapter and are included in the glossary at the end of the book). Questions about other key terms that are presented in italics in the text are also included in this section.

36. In many Third World nations, the pace of social change is very rapid and there is significant hunger and starvation, unemployment, and family disruption. Individuals who live in Third World nations are likely to suffer:
- (p. 14)
- A. dialecticism.
 - B. anomie.**
 - C. verstehen.
 - D. dramaturgy.

Learning Objective: 3
Schaefer - Chapter 01 #36

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

37. The concept of anomie was introduced into sociology by:
- (p. 14)
- A. Auguste Comte.
 - B. Émile Durkheim.**
 - C. Max Weber.
 - D. C. Wright Mills.

Learning Objective: 3
Schaefer - Chapter 01 #37

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

38. The word that Max Weber used to stress the need for sociologists to take into account people's emotions, thoughts, beliefs, understandings, and attitudes was:
- (p. 14)
- A. verstehen.**
 - B. Gemeinschaft.
 - C. anomie.
 - D. Gesellschaft.

Learning Objective: 3
Schaefer - Chapter 01 #38

Type: Most definition questions ask students to demonstrate their understanding of key terms presented in boldface italics in the text (these are listed in the "Key Terms" section at the end of each chapter and are included in the glossary at the end of the book). Questions about other key terms that are presented in italics in the text are also included in this section.

39. A sociologist interviews high-salaried corporate chief executive officers (CEOs) to discover whether they feel stress in their everyday lives as a result of the pressure to produce at an unreachable level. This sociologist is employing:
- (p. 14)
- A. alienation.
 - B. anomie.
 - C. verstehen.**
 - D. globalization techniques.

Learning Objective: 3
Schaefer - Chapter 01 #39

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

40. The concept of verstehen was introduced into sociology by:
- (p. 14)
- A. Auguste Comte.
 - B. Émile Durkheim.
 - C. Max Weber.**
 - D. C. Wright Mills.

Learning Objective: 3
Schaefer - Chapter 01 #40

Type: Most sociologists questions ask students to identify the contributions made by the various sociologists who are mentioned in the text. These questions focus on the major figures in the field of sociology and the researchers whose work is examined in the text.

41. An ideal type is:
- (p. 14)
- A. a body of knowledge obtained by methods based on systematic observation.
 - B. a construct or model that serves as a measuring rod against which actual cases can be evaluated.**
 - C. a detailed plan or method for obtaining data scientifically.
 - D. an initiator of people's attitudes or behavior.

Learning Objective: 3
Schaefer - Chapter 01 #41

Type: Most definition questions ask students to demonstrate their understanding of key terms presented in boldface italics in the text (these are listed in the "Key Terms" section at the end of each chapter and are included in the glossary at the end of the book). Questions about other key terms that are presented in italics in the text are also included in this section.

42. A construct or model that serves as a measuring rod against which actual cases can be evaluated is called a (an):
(p. 14)
- A.** ideal type.
 - B. typology.
 - C. natural science.
 - D. theory.

*Learning Objective: 3
Schaefer - Chapter 01 #42*

Type: Most definition questions ask students to demonstrate their understanding of key terms presented in boldface italics in the text (these are listed in the "Key Terms" section at the end of each chapter and are included in the glossary at the end of the book). Questions about other key terms that are presented in italics in the text are also included in this section.

43. In *The Communist Manifesto*, Marx argued that the working class must:
(p. 14)
- A. ally with capitalists to build a better world.
 - B. try to work toward a return to feudalism.
 - C.** overthrow the existing class system of capitalist societies.
 - D. ignore all aspects of class divisions.

*Learning Objective: 3
Schaefer - Chapter 01 #43*

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

44. Karl Marx and Friedrich Engels said, "the history of all hitherto existing society is the history of class struggles. [. . .] The _____ have nothing to lose but their chains. They have a world to win. WORKING MEN OF ALL COUNTRIES UNITE!"
(p. 13)
- A. bourgeoisie
 - B.** proletarians
 - C. vulcans
 - D. middle classes

*Learning Objective: 3
Schaefer - Chapter 01 #44*

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

45. Which aspect(s) of the social system did Karl Marx believe enabled the owners of the means of production to exploit the industrial workers?
(p. 14)
- A. The economic system
 - B. The political system
 - C. The social system
 - D.** All of these

*Learning Objective: 3
Schaefer - Chapter 01 #45*

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

46. In Karl Marx's analysis, society was fundamentally divided between:
(p. 13)
- A. men and women who clash in pursuit of their own interests.
 - B.** classes that clash in pursuit of their own class interests.
 - C. Blacks and Whites who clash in pursuit of their own racial interests.
 - D. the religious and the non-religious who clash in pursuit of their own interests.

*Learning Objective: 3
Schaefer - Chapter 01 #46*

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

47. Which of the following was a central focus for Charles Horton Cooley?
(p. 15)
- A. Class issues
 - B. Divorce
 - C.** Intimate face-to-face groups
 - D. Suicide

*Learning Objective: 3
Schaefer - Chapter 01 #47*

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

48. Early female sociologists such as Jane Addams often were active in poor urban areas as leaders of community centers known as:
(p. 15)
- A.** settlement houses.
 - B. communes.
 - C. collective homes.
 - D. utopian communities.

Learning Objective: 3
Schaefer - Chapter 01 #48

Type: Most definition questions ask students to demonstrate their understanding of key terms presented in boldface italics in the text (these are listed in the "Key Terms" section at the end of each chapter and are included in the glossary at the end of the book). Questions about other key terms that are presented in italics in the text are also included in this section.

49. Although some of the early sociologists saw themselves as social reformers, by the middle of the twentieth century, the focus of the discipline of sociology had shifted to:
(p. 15)
- A.** theorizing and gathering information.
 - B. a de-emphasis on the scientific method.
 - C. applied sociology.
 - D. the advocacy of civil rights for minorities.

Learning Objective: 3
Schaefer - Chapter 01 #49

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

50. Which sociologist made an important contribution to the discipline by successfully combining theory and research?
(p. 15)
- A. C. Wright Mills
 - B. Jane Addams
 - C. Harriet Martineau
 - D.** Robert Merton

Learning Objective: 3
Schaefer - Chapter 01 #50

Type: Most sociologists questions ask students to identify the contributions made by the various sociologists who are mentioned in the text. These questions focus on the major figures in the field of sociology and the researchers whose work is examined in the text.

51. _____ stresses the study of small groups and often uses experimental study in laboratories.
(p. 16)
- A.** Microsociology
 - B. Macrosociology
 - C. Middle-range sociology
 - D. Conflict theory

Learning Objective: 3
Schaefer - Chapter 01 #51

Type: Most definition questions ask students to demonstrate their understanding of key terms presented in boldface italics in the text (these are listed in the "Key Terms" section at the end of each chapter and are included in the glossary at the end of the book). Questions about other key terms that are presented in italics in the text are also included in this section.

52. Sociological studies that focus on large-scale phenomena or entire civilizations are defined as:
(p. 15)
- A. microsociology.
 - B. interactionism.
 - C.** macrosociology.
 - D. dramaturgy.

Learning Objective: 3
Schaefer - Chapter 01 #52

Type: Most definition questions ask students to demonstrate their understanding of key terms presented in boldface italics in the text (these are listed in the "Key Terms" section at the end of each chapter and are included in the glossary at the end of the book). Questions about other key terms that are presented in italics in the text are also included in this section.

53. A study of divorce rates among the populations of Canada, England, the United States, and France is an example of:
(p. 15)
- A. alienation.
 - B. anomie.
 - C. microsociology.
 - D.** macrosociology.

Learning Objective: 3
Schaefer - Chapter 01 #53

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

54. A sociologist studies drug-use patterns among small groups of university students in a western Canadian city. This would be an example of:
- A. conflict theory.
 - B. functionalism.
 - C. macrosociology.
 - D. microsociology.**

Learning Objective: 3
Schaefer - Chapter 01 #54

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

55. Which sociological perspective would view society as a living organism in which each part of the organism contributes to its survival and stability?
- A. Functionalist perspective**
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. All of these

Learning Objective: 4
Schaefer - Chapter 01 #55

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

56. Which sociologist saw "society as a vast network of connected parts, each of which contributes to the maintenance of the system as a whole"?
- A. Karl Marx
 - B. Erving Goffman
 - C. Max Weber
 - D. Talcott Parsons**

Learning Objective: 4
Schaefer - Chapter 01 #56

Type: Most sociologists questions ask students to identify the contributions made by the various sociologists who are mentioned in the text. These questions focus on the major figures in the field of sociology and the researchers whose work is examined in the text.

57. Which sociological perspective would suggest that if an aspect of social life does not contribute to a society's stability, then it does not serve a useful function?
- A. Functionalist perspective**
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. All of these

Learning Objective: 4
Schaefer - Chapter 01 #57

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

58. Which sociological perspective would be most likely to argue that large-scale political organizations exist in order to satisfy certain basic social needs?
- A. Functionalist perspective**
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. Global perspective

Learning Objective: 4
Schaefer - Chapter 01 #58

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

59. According to the functionalist perspective, an aspect of social life is passed on from one generation to the next if it:
- A. can be used by one group to subjugate another group.
 - B. enhances impression management.
 - C. promotes values consensus among members of a society.**
 - D. is dysfunctional.

Learning Objective: 4
Schaefer - Chapter 01 #59

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

60. Which one of the following could be a manifest function of universities?
(p. 17)
- A. They are a place to meet future husbands or wives.
 - B. They sometimes fail to teach students how to read or write effectively.
 - C. They help to maintain the economic status quo in Canada.
 - D.** They prepare students for their future careers.

Learning Objective: 4
Schaefer - Chapter 01 #60

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

61. An element or a process of society that may actually disrupt a social system or lead to a decrease in stability is known as a:
(p. 18)
- A. latent function.
 - B. manifest function.
 - C.** dysfunction.
 - D. conflict function.

Learning Objective: 4
Schaefer - Chapter 01 #61

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

62. Which one of the following could be a latent function of universities?
(p. 17)
- A.** They are a place to meet future husbands or wives.
 - B. They sometimes fail to teach students how to read or write effectively.
 - C. They help to maintain the economic status quo in Canada.
 - D. They prepare students for their future careers.

Learning Objective: 4
Schaefer - Chapter 01 #62

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

63. Which sociological perspective sees the social world as being in continual struggle?
(p. 18)
- A. Functionalist perspective
 - B.** Conflict perspective
 - C. Interactionist perspective
 - D. Global perspective

Learning Objective: 4; 5
Schaefer - Chapter 01 #63

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

64. Television critics often suggest that major television network and movie corporation executives are white, wealthy males who decide what programs or movies will be produced, and which directors and actors will obtain jobs in the industry. This reflects a:
(p. 18)
- A. Functionalist perspective.
 - B.** Conflict perspective.
 - C. Interactionist perspective.
 - D. Global perspective.

Learning Objective: 4; 5
Schaefer - Chapter 01 #64

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

65. Contemporary conflict theorists are concerned with the conflict between:
(p. 18)
- A. women and men.
 - B. cities and suburbs.
 - C. Blacks and Whites.
 - D.** All of these

Learning Objective: 4; 5
Schaefer - Chapter 01 #65

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

66. Which sociological perspective would most likely want to know "who benefits, who suffers, and who dominates at the expense of others" in social relationships?
(p. 18)
- A. Functionalist perspective
 - B. Conflict perspective**
 - C. Interactionist perspective
 - D. Global perspective

Learning Objective: 4; 5
Schaefer - Chapter 01 #66

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

67. Which of the following sociologists advocated basic research on the lives of Blacks?
(p. 15)
- A. Robert Merton
 - B. Jane Addams
 - C. W.E.B. DuBois**
 - D. C. Wright Mills

Learning Objective: NA
Schaefer - Chapter 01 #67

Type: Most sociologists questions ask students to identify the contributions made by the various sociologists who are mentioned in the text. These questions focus on the major figures in the field of sociology and the researchers whose work is examined in the text.

68. Which sociological approach focuses on people's lived experiences as being influenced by gender inequality?
(p. 18)
- A. Functionalist perspective
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. Feminist perspective**

Learning Objective: 4; 5
Schaefer - Chapter 01 #68

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

69. Which feminist activist led the suffrage movement in Canada?
(p. 19)
- A. Jane Addams
 - B. Nellie McClung**
 - C. Harriet Martineau
 - D. Dorothy Smith

Learning Objective: NA
Schaefer - Chapter 01 #69

Type: Most sociologists questions ask students to identify the contributions made by the various sociologists who are mentioned in the text. These questions focus on the major figures in the field of sociology and the researchers whose work is examined in the text.

70. Which sociological perspective generalizes about everyday forms of social interaction in order to understand society as a whole?
(p. 19)
- A. Functionalist perspective
 - B. Conflict perspective
 - C. Interactionist perspective**
 - D. All of these

Learning Objective: 4; 5
Schaefer - Chapter 01 #70

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

71. Which sociologist is widely regarded as the founder of the interactionist perspective?
(p. 20)
- A. C. Wright Mills
 - B. George Herbert Mead**
 - C. Charles Horton Cooley
 - D. Erving Goffman

Learning Objective: 4; 5
Schaefer - Chapter 01 #71

Type: Most sociologists questions ask students to identify the contributions made by the various sociologists who are mentioned in the text. These questions focus on the major figures in the field of sociology and the researchers whose work is examined in the text.

72. Which sociological perspective holds the view that people create their social worlds through interaction and manipulation of symbols?
(p. 20)
- A. Functionalist
 - B. Conflict
 - C. Interactionist**
 - D. Global

Learning Objective: 4; 5
Schaefer - Chapter 01 #72

Type: Most definition questions ask students to demonstrate their understanding of key terms presented in boldface italics in the text (these are listed in the "Key Terms" section at the end of each chapter and are included in the glossary at the end of the book). Questions about other key terms that are presented in italics in the text are also included in this section.

73. Which of the sociological perspectives is most concerned with macro-level analysis?
(p. 17-19)
- A. Functionalist perspective
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. Functionalist and conflict perspectives**

Learning Objective: 4; 5
Schaefer - Chapter 01 #73

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

74. Inequality, capitalism, and stratification are key concepts of which theoretical perspective?
(p. 18)
- A. Functionalist perspective
 - B. Conflict perspective**
 - C. Interactionist perspective
 - D. Functionalist and conflict perspectives

Learning Objective: 4; 5
Schaefer - Chapter 01 #74

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

75. Which sociological perspective emphasizes the contribution that an element of a society makes to overall social stability?
(p. 17)
- A. Functionalist perspective**
 - B. Conflict perspective
 - C. Interactionist perspective
 - D. Functionalist and interactionist perspectives

Learning Objective: 4; 5
Schaefer - Chapter 01 #75

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

76. Which sociological perspective would most likely argue that the social order is based on coercion and exploitation?
(p. 18)
- A. Functionalist perspective
 - B. Conflict perspective**
 - C. Interactionist perspective
 - D. Global perspective

Learning Objective: 4; 5
Schaefer - Chapter 01 #76

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

77. Which sociological approach would view sports as an agent for defining people's social positions as players, coaches, and referees as a result of their performances and reputations?
(p. 22)
- A. Functionalist
 - B. Conflict
 - C. Interactionist**
 - D. Feminist

Learning Objective: 4; 5
Schaefer - Chapter 01 #77

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

78. Which sociological perspective would view sports as a form of big business in which profits are more important than the health and safety of athletes?
(p. 20)
- A. Functionalist
 - B. Conflict**
 - C. Interactionist
 - D. None of these

Learning Objective: 4; 5
Schaefer - Chapter 01 #78

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

79. The view that sports serve as a safety valve for both participants and spectators who are allowed to shed tension and aggressive energy in a socially acceptable way would reflect which sociological perspective?
(p. 22)
- A. Functionalist.**
 - B. Conflict theorist.
 - C. Interactionist.
 - D. Feminist.

Learning Objective: 4; 5
Schaefer - Chapter 01 #79

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

80. Which sociological perspective would most likely suggest that sports help to maintain people's physical well-being?
(p. 22)
- A. Functionalist**
 - B. Conflict
 - C. Interactionist
 - D. Feminist

Learning Objective: 4; 5
Schaefer - Chapter 01 #80

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

81. The view that sports serve as an "opiate" for social injustices and distract people from focusing on the reality of personal problems and social issues would most likely be held by:
(p. 22)
- A. functionalist sociology.
 - B. the conflict perspective.**
 - C. interactionists.
 - D. global sociology.

Learning Objective: 4; 5
Schaefer - Chapter 01 #81

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

82. Which sociological perspective would suggest that sport participants may work together harmoniously, and abandon previously held stereotypes and prejudices despite class, racial, and religious differences?
(p. 22)
- A. Functionalist
 - B. Conflict
 - C. Interactionist**
 - D. Feminist

Learning Objective: 4; 5
Schaefer - Chapter 01 #82

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

83. Which sociological perspective would be interested in whether watching or participating in sports reinforces the roles than men and women play in the larger society?
(p. 22)
- A. Functionalist
 - B. Conflict
 - C. Interactionist
 - D. Feminist**

Learning Objective: 4; 5
Schaefer - Chapter 01 #83

Type: Most application-perspectives questions ask students to apply their understanding of the three major sociological perspectives (i.e., functionalism, conflict theory, and interactionism) by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

84. Which is considered the major theme of analysis in sociology today?
(p. 23)
- A. Social inequality**
 - B. Individual inferiority
 - C. Genetic influences
 - D. Mental disturbance

Learning Objective: 7
Schaefer - Chapter 01 #84

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

85. A condition in which members of society have differing amounts of wealth, prestige, or power is referred to as:
(p. 23)
- A. social inequality.**
 - B. pure sociology.
 - C. applied sociology.
 - D. social psychology.

Learning Objective: 7
Schaefer - Chapter 01 #85

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

86. The fact that the September 11, 2001 terrorist attacks in the United States led to an economic decline throughout the world is an example of:
(p. 23)
- A. U.S. world domination.
 - B. world support for the U.S.
 - C. social inequality.
 - D. globalization.**

Learning Objective: 7
Schaefer - Chapter 01 #86

Type: Most application-concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.

87. Which of these is a common view of globalization?
(p. 23)
- A. It allows multinational corporations to expand unchecked.
 - B. It is the natural outcome of advances communications technology.
 - C. It rarely impacts people in developing countries.
 - D. More than one of these**

Learning Objective: 7
Schaefer - Chapter 01 #87

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

88. Which statement about the 2004 Tsunami is true?
(p. 8; 23)
- A. The fact that hit relatively poor areas of the world probably had an impact on the number of people killed.**
 - B. Approximately 100,000 people were killed by the tsunami.
 - C. The Tsunami disaster cannot be related to globalization.
 - D. More than one of these

Learning Objective: 7
Schaefer - Chapter 01 #88

Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.

89. Sociology is the systematic study of social behavior and the study of individual personality differences.

FALSE

*Learning Objective: 1
Schaefer - Chapter 01 #89*

90. Religion is becoming more and more important for first-year college students.

(p. 7-8) **FALSE**

*Learning Objective: 2
Schaefer - Chapter 01 #90*

91. An effective sociological theory may have both explanatory and predictive power.

(p. 9) **TRUE**

*Learning Objective: 3
Schaefer - Chapter 01 #91*

92. Herbert Spencer suggested that sociologists should be highly critical of the status quo and should work actively for social change.

(p. 13) **FALSE**

*Learning Objective: 3
Schaefer - Chapter 01 #92*

93. Karl Marx saw the factory as the center of conflict between society's exploiters and its exploited masses.

(p. 13) **TRUE**

*Learning Objective: 3
Schaefer - Chapter 01 #93*

94. John Porter's work on *The Vertical Mosaic* established a place for Canadian sociology on an international scale.

(p. 16) **TRUE**

*Learning Objective: NA
Schaefer - Chapter 01 #94*

95. In the middle of the twentieth century, the focus of sociology shifted from theorizing and information gathering to a more active interest in transforming society.

(p. 15) **FALSE**

*Learning Objective: 3
Schaefer - Chapter 01 #95*

96. One of Robert Merton's most significant contributions to sociology was the attempt to merge the micro- and macro-level approaches to the study of society.

(p. 15) **TRUE**

*Learning Objective: 3
Schaefer - Chapter 01 #96*

97. Despite their differences, functionalists, conflict theorists, feminists, and interactionists would all agree that there is much more to sports than exercise or recreation.

(p. 22) **TRUE**

*Learning Objective: 5
Schaefer - Chapter 01 #97*

98. Describe what C. Wright Mills meant by the term sociological imagination.

No answer

*Learning Objective: 6
Schaefer - Chapter 01 #98*

99. Discuss what separates sociology from common sense. Be sure to give some examples of how sociological research might dispel commonly accepted views.

No answer

*Learning Objective: 2
Schaefer - Chapter 01 #99*

100. Summarize the contributions of Émile Durkheim, Max Weber, and Karl Marx to the field of sociology. Be sure to note any theoretical differences they may have had with one another.

No answer

*Learning Objective: 3; 4
Schaefer - Chapter 01 #100*

101. Explain the similarities and differences between the three major sociological perspectives of functionalism, conflict theory, and symbolic interactionism. Identify which perspectives use a macro-level and a micro-level of analysis.

No answer

*Learning Objective: 3; 4
Schaefer - Chapter 01 #101*

102. Describe the similarities and differences between conflict theory and the feminist perspective.

No answer

*Learning Objective: 5
Schaefer - Chapter 01 #102*

1 Summary

<u>Category</u>	<u># of Questions</u>
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Schaefer - Chapter 01	102
Type: Most application- concept questions ask students to apply their understanding of sociological concepts or theories by analyzing an example not presented in the text. These questions usually require students to engage in critical thinking.	17
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Type: Most information questions ask students to recall important facts or information presented in the text. Some questions in this section ask students to rely on examples in the text that illustrate a sociological concept or theory.	20
Type: Most sociologists questions ask students to identify the contributions made by the various sociologists who are mentioned in the text. These questions focus on the major figures in the field of sociology and the researchers whose work is examined in the text.	11