

CHAPTER-BY-CHAPTER ANSWER KEY

CHAPTER 1

ANSWERS FOR THE MULTIPLE CHOICE QUESTIONS

1. **b** The sociological perspective is an approach to understanding human behavior by placing it within its broader social context. (4)
2. **d** Sociologists consider occupation, income, education, gender, age, and race as dimensions of social location.(4)
3. **d** All three statements reflect ways in which the social sciences are like the natural sciences. Both attempt to study and understand their subjects objectively; both attempt to uncover the relationships that create order in their respective worlds through controlled observation; and both are divided into many specialized fields. (5-7)
4. **c** Generalization is one of the goals of scientific inquiry. It involves going beyond individual cases by making statements that apply to broader groups or situations. (7)
5. **b** The Industrial Revolution, imperialism, and the development of the scientific method all contributed to the development of sociology. The fourth influence was the political revolutions in America and France — there was no political revolution in Britain at that time. (8-9)
6. **d** Positivism is the application of the scientific approach to the social world. (9)
7. **d** Of the four statements, the one that *best* reflects Herbert Spencer’s views on charity is “The poor are the weakest members of society and if society intervenes to help them, it is interrupting the natural process of social evolution.” While many contemporaries of Spencer’s were appalled by his views, the wealthy industrialists found them attractive. (10)
8. **b** The proletariat is the large group of workers who are exploited by the small group of capitalists who own the means of production, according to Karl Marx. (11)
9. **a** Durkheim believed that social factors, patterns of behavior that characterize a social group, explain many types of behavior, including suicide rates. (12)
10. **b** In his research on suicide rates, Durkheim found that individuals’ integration into their social groups influences the overall patterns of suicide between groups. He called this concept *social integration*. (12)
11. **a** In response to the development of the new, impersonal industrial society, Durkheim suggested that new social groups be created to stand between the state and the family. He believed this would address the condition of anomie. (12)
12. **c** Max Weber’s research on the rise of capitalism identified religious beliefs as the key. (13)
13. **d** All are correct. Replication helps researchers overcome distortions that values can cause, results can be compared when a study is repeated, and replication involves the repetition of a study by other researchers. (14)
14. **c** Social facts and *Verstehen* go hand-in-hand. Social facts are patterns of behavior that characterize a social group. By applying *Verstehen*, your understanding of what it means to be human and to face various situations in life, you gain an understanding of people’s behavior. (15)
15. **b** In the nineteenth century, it was unlikely that women would study sociology because gender roles were rigidly defined; women were supposed to devote themselves to the four K’s — *Kirche, Küchen, Kinder, und Kleider* (church, cooking, children, and clothes). (16-17)
16. **b** The statement that, “Unlike the situation in Europe, many North American women found that there were few barriers and they were able to train in sociology and receive faculty appointments,” is *incorrect*. In the early years of sociology, the situation of women in North America was similar to that of European women — they were largely

CHAPTER-BY-CHAPTER ANSWER KEY

- excluded and their work ignored. As a result, many turned to social activism, especially working with the poor and immigrant groups. Many male sociologists who worked as professors denied female sociologists the title of sociologist, preferring to call them social workers. (17)
17. **c** W. E. B. Du Bois was an African-American sociologist who wrote extensively on race relations. In both his personal and professional life, he experienced prejudice and discrimination. His commitment to racial equality led him to establish the NAACP. (19-20)
 18. **c** Sociologists who conduct research for government commissions or agencies investigating social problems are practicing applied sociology. (21)
 19. **b** Symbolic interactionism is the theoretical perspective that views society as composed of symbols that people use to establish meaning, develop their views of the world, and communicate with one another. (23)
 20. **c** In explaining the high U.S. divorce rate, the symbolic interaction perspective would focus on explanations such as emotional satisfaction, the meaning of children, and the meaning of parenthood. (23-25)
 21. **d** According to Robert Merton, an unintended consequence that can hurt a system's equilibrium is a latent dysfunction. (26)
 22. **d** Industrialization and urbanization have undermined the traditional purposes of the family, according to theorists using functional analysis. (29)
 23. **a** Karl Marx first asserted that conflict is inherent in all relations that have authority.
 24. **c** Feminists often focus their research on the oppression of women by men. (29)
 25. **b** Conflict theorists might explain the high rate of divorce by looking at societies basic inequalities between males and females. (29)
 26. **d** Since each theoretical perspective provides a different, often sharply contrasting picture of our world, no theory or level of analysis encompasses all of reality. By putting the contributions of each perspective and level of analysis together, we gain a more comprehensive picture of social life. (30-31)
 27. **c** The first phase of sociology in the United States stretched from the founding of the first departments of sociology in the last decade of the nineteenth century into the 1940s. This phase was characterized by an interest in using sociological knowledge to improve social life and change society. (31)
 28. **a** The purpose of pure or basic sociological research is to make discoveries about life in human groups, not to make changes in those groups. On the other hand, applied and clinical sociology are more involved in suggesting or bringing about social change. (31)
 29. **c** In recent years, more sociologists have sought ways in which to apply their research findings to solving social problems. This represents a return to applied sociology. (31)
 30. **d** The author of your text suggests that *globalization*, the breaking down of national boundaries because of communication, trade and travel, is very likely going to transform sociology in the United States. As global issues intrude more into U.S. society, sociologists will have to broaden the scope and focus of their research. (32)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *True.* (4)
2. *True.* (4)
3. *True.* (6)
4. *True.* (6)
5. *False.* Sociologists focus on external influences (people's experiences) instead of internal mechanisms, such as instincts. (7)
6. *False.* Sociology has many similarities to the other social sciences. What distinguishes sociology from other disciplines is that sociologists do not focus on single social institutions, they study industrialized societies, and they stress factors external to the individual. (8)

7. *True.* (8)
8. *True.* (10)
9. *True.* (11)
10. *True.* (12)
11. *False.* Weber agreed with much of what Marx wrote, but he strongly disagreed that economics is the central force in social change. Weber saw religion as playing that role. (11,13-14)
12. *True.* (14)
13. *True.* (15)
14. *False.* Harriet Martineau's ground-breaking work on social life in Great Britain and the United States was largely ignored; she is remembered for her translations of Auguste Comte's work. (17)
15. *True.* (23)
16. *True.* (23)
17. *False.* Although functionalists do believe the family has lost many of its traditional purposes, they do not believe they have all been lost. Some of the existing functions are presently under assault or are being eroded. (26)
18. *False.* Some conflict theorists use this theory in a much broader sense. (28)
19. *True.* (30)
20. *False.* Many sociologists are seeking ways to apply their knowledge, and many departments of sociology now offer courses in applied sociology. (31)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. sociological perspective (4)
2. Bourgeoisie (11)
3. Durkheim (11)
4. social reform (21)
5. theory (23)
6. symbolic interactionism (23)
7. functionalism (25)
8. manifest (26)
9. conflict (29)
10. equal (29)
11. marriage (29)
12. macro (29)
13. social analysis (31)
14. practical (31)
15. Globalization (31)

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. c Auguste Comte: *proposed the use of positivism*
2. a Herbert Spencer: *coined the phrase "the survival of the fittest"*
3. g Karl Marx: *believed the key to human history was class struggle*
4. h C. Wright Mills: *encouraged North American sociologists to focus on social reform*
5. d Emile Durkheim: *stressed social facts*
6. i Harriet Martineau: *published Society in America; translated Comte's work into English*
7. j Robert K. Merton: *distinguished between functions and dysfunctions*
8. b W. E. B. Du Bois: *was an early African-American sociologist*
9. f Max Weber: *believed religion was a central force in social change*
10. e Jane Addams: *tried to bridge the gap between the powerful and the powerless*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Explain what the sociological perspective encompasses and then, using that perspective, discuss the forces that shaped the discipline of sociology.*

There are two parts to this question. First, you are asked to define the sociological perspective. As you define this, you would want to mention the idea of social location, perhaps by bringing into your essay C. Wright Mills' observations on the connection between biography and history (4-5). Another way to explain the perspective would be to contrast sociology with other disciplines, talking about what sociology is and what it isn't (5-7).

The second part of the essay involves discussing the forces that shaped sociology and its early followers. What you are being asked is to think about what was going on in the social world in the early nineteenth century that might have led to the birth of this new discipline. Referring back to the book, you would want to identify three: (1) the Industrial Revolution; (2) the political revolutions of America and France; (3) imperialism; and (4) the emergence of the scientific method (8-9). You would conclude by discussing how each of the early sociologists — Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim, and Max Weber — were influenced by these broader forces in making a contribution to sociology (9-16). You could also bring into the discussion some of the material on sexism in early sociology, noting how the ideas about the appropriate role for women in society functioned to exclude women like Harriet Martineau and Jane Addams from the discipline (16-19), or you could talk about the emergence of sociology in North America (17-22).

2. *Emile Durkheim studied European society at a time when it was undergoing major social upheaval as a result of the industrial revolution. In this first chapter, you are introduced to some of his major contributions — his work on suicide and his conclusions about social integration and anomie. Summarize what his contributions were and then consider how they are still useful for understanding social life today.*

You could begin by talking briefly about the research on suicide and how Durkheim analyzed how suicide rates varied for different types of social groups (11-12). You should also stress that Durkheim was trying to look beyond individual characteristics to locating social factors that underlie suicide; this was critically important to him as he tried to establish sociology as a separate academic discipline. In explaining this pattern, he identified *social integration*, or the degree to which individuals are tied to their social group, as a key social factor in explaining suicide (11-12). At that time, the connections between individuals and many traditional social groups were weakening, because of the growing individualism and impersonality of the emerging industrial society. Durkheim called for the creation of new social groups to stand between the state and the individual (12).

You then need to make the case as to why these concepts of social integration and anomie are still relevant. You should point out that the social conditions that Durkheim described still exist. If anything, the trends that he first identified have intensified. As examples, you could talk about how Durkheim's concepts could be applied to patterns of suicide among teenagers or the outbreaks of school violence in large, impersonal high schools.

3. *The textbook notes that Verstehen and social facts go hand in hand; explain how this is so. Assume that you have been asked to carry out research to find out more about why growing numbers of women and children are homeless and what particular problems they face. Discuss how you could use both Verstehen and social facts in your study.*

First, you would want to define what *Verstehen* and social facts are and how they are compatible in terms of arriving at a complete picture of a social pattern (14-15). Then you can argue that social facts would be most appropriate in trying to explain why growing numbers of women and children are homeless — you might look at the changing economic status of women in society, the increase in the number of female-headed households, and the decline in the amount of affordable housing. On the other hand, by applying *Verstehen*, you

would be able to discover what particular problems they face, through face-to-face interviews at shelter sites you would be able to experience firsthand some of what they are experiencing.

4. *Explain why there has been a continuing tension between analyzing society and working toward reforming society since the very beginning of society.*

Referring to the work of such early sociologists as Auguste Comte and Emile Durkheim, you could begin by noting that sociology has had twin goals — the scientific study of society and the application of scientific knowledge to social reform — from its inception (9, 11). When sociology was transplanted to the United States at the end of the nineteenth century, this society was undergoing significant changes, with industrialization, urbanization, and immigration among them. The earliest North American sociologists, like their European predecessors, defined the sociologist’s role as both social scientist and social reformer (17-18). At the same time, the record suggests that the primary emphasis has generally been on the sociologist’s work as social scientist. For example, women who had been trained as sociologists but then excluded from the universities, turned to social reform and were denied the title of sociologist; instead, they were called social workers by male sociologists working from within academic departments of universities (18).

At this point you could draw on material in the text about the development of North American sociology, as well as the discussion of the different phases it has passed through. From the 1920s through the early post–World War II era, the emphasis was on sociological research rather than social reform, as departments of sociology become more widely established (31-32). Sociologists like Talcott Parsons, whose work was primarily theoretical in nature, came to dominate the field. While the early part of this period was one of significant turmoil (with the Great Depression and World War II), at the end of this phase, social problems were largely “invisible,” given the general prosperity of the immediate post–World War II era.

You could point out that people like C. Wright Mills kept the tradition of social reform alive during these years. And with the social upheavals of the 1950s and 1960s — the civil rights movement, the women’s movement, and the anti-war movement but to name a few — the focus once again shifted back to social reform (21).

You could conclude by talking about applied sociology, a recent development that attempts to blend these two traditions. While it has gained legitimacy within the discipline, there are still those on both sides of this debate who reject applied sociology. For those whose emphasis is on pure sociology, it smacks of social reform, while for those who believe sociology should be working to reform society, it doesn’t go far enough. The debate over the appropriate focus of sociological inquiry is unlikely to be resolved any time soon, because it reflects traditions that go back to the very origins of the discipline. Both sides can find ample support for their positions within the work and writings of earlier sociologists (21-22).

5. *Explain each of the theoretical perspectives that are used in sociology and describe how a sociologist affiliated with one or another of the perspectives might undertake a study of gangs. Discuss how all three can be used in research.*

There are three major perspectives in sociology: symbolic interactionism, functional analysis, and conflict theory. Your first step is to explain the essential nature of each perspective and then to propose a research topic that would be consistent with the perspective. Because a symbolic interactionist focuses on the symbols that people use to establish meaning, develop their views of the world, and communicate with one another, in designing a research project on gangs, he or she would want to find out what meaning gangs and gang membership have for individuals who belong to them, as well as those who live in communities in which gangs operate (23-24). A functionalist, who tries to identify the functions of a particular social pattern, would choose to study what contributions gangs make within the fabric of social life and the dysfunctions of gangs (25-26). Finally, a conflict theorist would study the competition for scarce resources among gangs and between gangs and the larger society because he or she is interested in struggles over power and control within

social groups (28-29). You would conclude by noting that each perspective provides an answer to an important question about the social order and by combining them, you arrive at a more complete picture. (30-31).

CHAPTER 2

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **b** Sociologists would use the term "nonmaterial culture" to refer to a group's ways of thinking and doing, including language and other forms of interaction as nonmaterial culture. (36)
2. **a** Material culture includes weapons and machine; belief in a supreme being, value of individualism and language make up non-material culture. (36)
3. **a** The one statement that is *not* true regarding culture is that "people generally are aware of the effects of their own culture." (37)
4. **d** The disorientation that James Henslin experienced when he came into contact with the fundamentally different culture of Morocco is known as culture shock. (37)
5. **c** An American who thinks citizens of another country are barbarians if they like to attend bullfights is demonstrating ethnocentrism. (38)
6. **c** Robert Edgerton cautioned against blindly accepting other cultures on the basis of their cultures and values if those customs and values threaten the quality of people's lives. He advocated rating cultures according to their quality of life. (38-40)
7. **d** Gestures can lead to misunderstandings and embarrassment when their meanings are not shared. (40-42)
8. **a** It is possible for human experience to be cumulative and for people to share memories because of language. (42)
9. **c** The example of the Eskimo children and their perceptions about different types of snow illustrates the Sapir-Whorf hypothesis, which suggests that language not only reflects a culture's way of thinking and perceiving the world, but also helps to shape thought and perception. (45)
10. **c** Every group develops expectations about the right ways to reflect its values. These expectations are *norms*. (46)
11. **c** A monetary reward, a prize, a hug, or a pat on the back are all examples of *positive sanctions*. (46)
12. **d** Moral holidays like Mardi Gras often center around drunkenness and rowdiness. They are times when people can break the norms and not be sanctioned. Therefore, the correct answer is "All of the above." (47)
13. **d** You have violated a folkway, norms related to everyday behavior that are not strictly enforced. (47)
14. **a** Mores are essential to our core values and require conformity. (47-48)
15. **c** The author of your text cites having sex with one's parents as an example of *taboos*, a norm that is so strongly ingrained that even the thought of its violation is greeted with revulsion. (48)
16. **d** Subcultures are a world within a world; have values and related behaviors that distinguish its members from the dominant culture; and include occupational groups. Therefore, all of the above are correct. (48)
17. **c** Sociologically speaking, the Hell's Angels are an example of counterculture. (49)
18. **b** A sociologist would describe the United States as a pluralistic society because it is made up of many different groups. (49)
19. **d** The *incorrect* statement is, "They [core values] rarely create much conflict as they change." In fact, core values do not change without meeting strong resistance from traditionalists. (52-53)

20. **c** Henslin suggests that a new value cluster, made up of the values of leisure, self-fulfillment, physical fitness, and youngness, is now emerging in the United States. (53-54)
21. **a** Value contradictions occur when a value, such as the one that stresses group superiority, comes into direct conflict with other values, such as democracy and equality. (54)
22. **d** The term *culture wars* refers to the contemporary clash in core values in U.S. society. (55)
23. **b** Ideal culture reflects the values and norms that a people attempt to follow; it is the goals held out for them. (55-56)
24. **c** George Murdock analyzed the data that anthropologists had collected on hundreds of groups around the globe and compiled a list of activities that were common to all these groups. He found that although the activities were present, the specific customs differed from one group to another. (56)
25. **d** The perspective that views human behavior as the result of natural selection and considers biological characteristics to be the fundamental cause of human behavior is *sociobiology*. (57)
26. **b** Edward Wilson believes human behavior is the result of natural selection. (57)
27. **d** The printing press or the computer would be considered *new technologies*, because both had a significant impact on social life following their invention. (58)
28. **d** Continuing to visit physicians and to rely on the judgment about diagnosis and treatment of illness, even when computer tests do a better job, is an example of cultural lag. (58)
29. **c** The adoption of bagels, woks and hammocks by the United States illustrates the process of cultural diffusion. (59)
30. **b** Exporting Coca Cola around the globe has produced cultural leveling. (60-61)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *True*. (37)
2. *False*. Culture has a great deal to do with our ideas of right and wrong. For example, folkways and mores have sanctions attached to them to encourage people to do the right thing. (38)
3. *True*. (38-39)
4. *True*. (39)
5. *False*. The gesture of nodding the head up and down to indicate "yes" is not universal. In some societies this gesture means "no." (41)
6. *False*. Humans could not plan future events without language to convey meanings of past, present, and future points in time. (42)
7. *True*. (46)
8. *False*. One society's folkways may be another society's mores. (47)
9. *False*. Motorcycle enthusiasts who emphasize personal freedom and speed, while maintaining values of success, form part of a subculture, not a counterculture. Motorcycle gangs who commit crimes and use illegal drugs are an example of a counterculture. (49)
10. *True*. (49-53)
11. *True*. (52)
12. *False*. Concern for the environment has not always been a core value in U.S. society. It is one of the emergent values that is now increasing in importance. (52)
13. *True*. (54)
14. *True*. (55)
15. *True*. (56-57)
16. *True*. (57)
17. *False*. He argues they are the same. (57)

CHAPTER-BY-CHAPTER ANSWER KEY

18. *False.* New technologies not only affect the material culture, but they have a profound impact on the nonmaterial culture, including the way people think and what they value. (58)
19. *False.* According to Ogburn, it is the *material* culture that changes first, with the *nonmaterial* culture lagging behind. (58)
20. *True.* (59)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. material culture (36)
2. culture shock (37)
3. cultural relativism (37)
4. symbol (40)
5. Language (42)
6. Sapir-Whorf (45)
7. functionalism (46)
8. folkway (47)
9. Counterculture (49)
10. Value cluster (53)
11. Success (55)
12. real culture (55)
13. new technology (58)
14. cultural lag (58)
15. cultural leveling (60)

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. f Edward Sapir and Benjamin Whorf: *stated that language shapes reality*
2. i Robin Williams: *noted core values in U.S. society*
3. c George Murdock: *looked for cultural universals*
4. a Douglas Massey: *notes that Miami is becoming truly bilingual*
5. h Robert Edgerton: *criticized aspects of cultural relativism*
6. g Edward Wilson: *believed that natural selection produced human behavior*
7. j William Sumner: *developed the concept of ethnocentrism*
8. d Charles Darwin: *studied the principles of natural selection*
9. b William Ogburn: *introduced the concept of cultural lag*
10. e JoEllen Shively: *studied Native Americans' identification with Westerns*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Explain cultural relativism and discuss both the advantages and disadvantages of practicing it.*

You would begin your essay by defining cultural relativism and explaining that it developed in reaction to ethnocentrism (37-8). The primary advantage of this approach to looking at other cultures is that we are able to appreciate another way of life without making judgements, thereby reducing the possibilities for conflict between cultures. The primary disadvantage is that it can be used to justify any cultural practice and especially those that endanger people's health, happiness, and survival. You could conclude with a reference to Robert Edgerton's proposed "quality of life" scale. (39-40).

2. *As the author points out, the United States is a pluralistic society, made up of many different groups. Having read this chapter about culture, now discuss some of the things that are gained by living in such a society, as well as some of the problems that are created.*

The first thing to think about is how our national culture has been shaped by all of the different subcultures that exist within it (48-53). You could consider both aspects of both material culture and nonmaterial culture that have been influenced by youth subculture, by

ethnic and racial subcultures, and by occupational subcultures, to name but a few. At the same time, the presence of so many different subcultures creates the possibility for ethnocentrism and misunderstandings (37-38). Additionally, when the values of the subculture are too different from the mainstream culture, culture wars can develop (55).

3. *Consider the degree to which the real culture of the United States falls short of the ideal culture. Provide concrete examples to support your essay.*

Your first step is to define what real and ideal culture mean (55-56). Then you would want to refer to the core values that are identified in the text as reflective of the ideal culture and discuss the ways in which Americans fall far short of upholding these values in their everyday. An interesting example of the difference between ideal and real culture would be the increasing value we place on leisure, and yet we are working more hours than ever before, or the value we place on physical fitness and yet we are more obese and less physically fit than ever.

4. *Evaluate what is gained and lost as technology advances in society.*

One way to frame a response to this would be to identify a specific technology that has had a significant impact on our society and then to discuss both the gains and losses (59). For example, the automobile provided us with new opportunities for mobility, freeing us from the constraints of public transportation. The automobile created economic opportunities, as new industries and services opened up — car dealerships, gas stations, fast food restaurants, and malls are just a few examples. At the same time, automobiles have contributed to urban sprawl and the decline of downtown shopping areas. We have become more isolated as we travel around in our cars rather than meeting and traveling with others on public transportation. The use of automobiles has contributed to increased congestion and air pollution. Finally, you could make the argument that the automobile has contributed to cultural leveling within the U.S., as regional differences have disappeared under the spread of national businesses in malls and food chains.

5. *Discuss whether or not cultural leveling is a positive or negative process.*

Like the previous question, this one also asks you to consider both sides of the cultural leveling process. You should begin your answer by defining cultural leveling — a process by which cultures become similar to one another (59-60). Then you can present both sides of the cultural leveling argument. In some respects, this can be seen as positive, because it has the potential of fostering a greater understanding of different cultures. However, what seems to be happening today with globalization of capitalism is that aspects of Western culture, especially U.S. culture, are being exported around the world, which many see as negative. As your textbook notes, the Golden Arches of McDonald's can be seen around the globe, and U.S. cartoon icons like Mickey Mouse are popular with children internationally. The result is a loss of distinctive cultural traditions — the cultures of the world increasingly reflect U.S. culture with some national accents. You would conclude with your own statement of which side you think is stronger.

CHAPTER 3

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **b** Feral children supposedly were abandoned or lost by their parents and raised by animals. (64)
2. **a** From the case of Isabelle, we can conclude that humans have no natural language. (65)
3. **c** On the basis of studies involving institutionalized children, psychologists H.M. Skeels and H. B. Dye concluded that the absence of stimulating social interaction was the basic cause of low intelligence among these children, not some biological incapacity. (65-66)

CHAPTER-BY-CHAPTER ANSWER KEY

4. **d** Studies of isolated rhesus monkeys demonstrated that the monkeys were not able to adjust to monkey life, did not instinctively know how to enter into "monkey interaction" with other monkeys or how to engage in sexual intercourse. (67-68)
5. **b** This statement, "We move beyond the looking-glass self as we mature" is *incorrect*. All of the other statements about the development of self are correct: the development of self is an ongoing, lifelong process; the process of the looking-glass self applies to old age; and the self is always in process. (68)
6. **b** According to Mead's theory, children are capable of playing an organized activity during the game stage. (69)
7. **b** To George Mead, the "me" is the self as object. (70)
8. **d** According to Mead, all three, language, the mind, and the self, are products of society. (70)
9. **b** According to Piaget, children develop the ability to use symbols during the preoperational stage. (70)
10. **d** Using Piaget's theory, children likely to become "young philosophers," able to talk about abstract concepts, come to conclusions based on general principles, and use rules to solve abstract problems during the formal operational stage. (70-71)
11. **c** Freud's term for a balancing force between the inborn drives for self-gratification and the demands of society is the ego. (72)
12. **b** According to Lawrence Kohlberg, when a young child like Larry tries very hard to be nice to his younger sister in order to please his mother, he is in the preconventional stage of moral development. (73)
13. **d** Most people are unlikely to ever reach the postconventional stage, according to Kohlberg. This is the stage in which people reflect on abstract principles of right and wrong and judge a behavior according to these principles. (73)
14. **c** From her early research, Carol Gilligan concluded that women are more likely than men to evaluate morality in terms of personal relationships. On the other hand, men use abstract principles, a code of ethics that defines what is right and wrong. (73)
15. **b** Although people around the world may share emotions, because emotions are in part due to biology, the way they express them varies considerably, and this expression is learned through socialization. Therefore, the only statement that is *correct* is, "How we express emotions depends on our culture and our social location." (73-74)
16. **c** According to this chapter, society sets up effective controls over our behavior by socializing us into self and emotions. (75)
17. **b** The ways in which society sets children onto different courses for life purely because they are male or female is called gender socialization. (75)
18. **d** Psychologists Susan Goldberg and Michael Lewis observed mothers with their six-month-old infants in a laboratory setting and concluded that the mothers unconsciously rewarded daughters for being passive and dependent. (76)
19. **a** Research by Melissa Milkie indicates that young males actively used media images to help them understand what was expected of them as males in our society. (76)
20. **c** According to Melvin Kohn, middle-class parents focus on developing their children's curiosity, self-expression, and self-control. (79-80)
21. **b** Melvin Kohn suggests that the key to understanding social class differences in child rearing is the type of job the parents' have. (80)
22. **d** "All of the above" is the correct response. Participation in religious services teaches us beliefs about the hereafter; ideas about dress, and speech and manners appropriate for formal occasions. (80)
23. **b** The research on the impact that day care has demonstrated that the more hours per week a child spends in day care, the weaker the bond between mother and child. (80-81)
24. **b** Teachers are teaching the hidden curriculum when they teach young people to think that social problems, such as poverty and homelessness, have nothing to do with economic power, oppression and exploitation. (81)

25. **d** In terms of children's peer groups and academic achievement, research by Patricia and Peter Adler suggests that for boys, to do well academically is to lose popularity, while for girls, getting good grades increases social standing. (81-82)
26. **c** According to Michael Messner, sports encourage boys to develop instrumental relationships, that is, relationships based on how useful they are or on what you can get out of them. (83)
27. **d** Resocialization occurs when a person takes a new job, joins a cult, or goes to boot camp. (84)
28. **b** The statement that: "They are not very effective in stripping away people's personal freedom," is *incorrect*. In fact, total institutions are very effective in stripping away individuals' personal freedom because they are isolated from the public, they suppress preexisting statuses, they suppress cultural norms, and they closely supervise the entire lives of their residents. (84-85)
29. **c** Historians have concluded that childhood as we know it did not exist in the past; children were considered miniature adults, dressed like adults, and were treated like adults, expected to work from a very young age. (85-86)
30. **c** For many people, the later middle years is likely to be the most comfortable period of their entire lives. (88)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *True*. Language is the key to human development. (65)
2. *False*. Studies of institutionalized children demonstrate that some of the characteristics that we take for granted as being "human" traits result not from basic instincts but rather from early close relations with other humans. (65-67)
3. *False*. Because humans are not monkeys, we must always be careful about extrapolating from animal studies to human behavior. (67-68)
4. *False*. George Herbert Meade developed the idea of the generalized other. (68-70)
5. *True*. (72)
6. *False*. Subsequent research found no gender differences in moral reasoning. Instead, it was demonstrated that both men and women use personal relationships and abstract principles when they make moral judgments. Consequently, Gilligan no longer supports her original position. (73)
7. *False*. Socialization has a great deal to do with how we feel. Because different individuals' socialization differs, they will actually experience different emotions. (73)
8. *True*. (75)
9. *False*. Research indicates that parents let their sons roam farther from home than their daughters and that they subtly encourage them to participate in more rough-and-tumble play. (76)
10. *True*. (77)
11. *False*. We do not yet have studies of how these games affect their players' ideas of gender. (77-80)
12. *True*. (80)
13. *False*. It is a *manifest* function of education, not a *latent* function, to transmit skills and values appropriate for earning a living. (81)
14. *True*. (81)
15. *False*. Resocialization does not always require learning a radically different perspective; it usually only modifies existing orientations to life. (84)
16. *True*. (85)
17. *True*. (87)
18. *True*. (88)
19. *True*. (88)
20. *False*. Sociologists do not think of people as little robots; they recognize that the self is dynamic and that people are actively involved in the social construction of the self. (89-90)

CHAPTER-BY-CHAPTER ANSWER KEY

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. early (66-67)
2. Harlow (67)
3. looking-glass self (68)
4. take the role of other (68)
5. generalized other (69)
6. dependent (76)
7. social class (79)
8. religion (83)
9. resocialization (84)
10. degradatation ceremony (85)
11. life course (85)
12. adolescence (87)
13. early middle years (88)
14. 40 (88)
15. behavior (89-90)

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. f Melvin Kohn: *found social class differences in child rearing*
2. e Erving Goffman: *studied total institutions*
3. c George Herbert Mead: *coined the term "generalized other"*
4. a Charles H. Cooley: *coined the term "looking-glass self"*
5. i Jean Piaget: *discovered that there are four stages in cognitive development*
6. b Harry and Margaret Harlow: *conducted studies of isolated rhesus monkeys*
7. h Sigmund Freud: *asserted that human behavior is based on unconscious drives*
8. j Lawrence Kohlberg: *studied the development of morality*
9. d Carol Gilligan: *studied gender differences in moral development*
10. g Colin Turnbull: *carried out research on the Ik of Uganda*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Explain what is necessary in order for us to develop into full human beings.*

You might want to begin by stating that in order for us to become full human beings, we need language and intimate social connections to others. You could draw on the information presented in the previous chapter as to what language enables us to do: grasp relationships to others, think in terms of a shared past and future, and make shared plans. Our knowledge of language, and our ability to use it, develops out of social interaction, as the evidence of those children raised in isolation demonstrates (65-68). Furthermore, we learn how to get along with others only through close personal experiences with others. The experience of Isabelle and the children raised in institutionalized settings confirms this (65-68).

The importance of social interaction and close social contact for our development is underscored by the work of a number of social psychologists. Mead and Piaget suggest that our mind and our ability to reason develop out of social interactions (68-71), while Kohlberg and Gilligan argue that our sense of right and wrong develop in the same way (72-4). Finally, even our expression of emotions comes out of our contact with others in our society (74-5).

2. *Why do sociologists argue that socialization is a process and not a product?*

Sociologists would argue that socialization is a process rather than a product because there is no end to socialization. It begins at birth and continues throughout one's life, whenever you take on a new role. Cooley was the first to note that we are continually modifying our sense of self depending on our reading of other's reactions to us (68). Mead's work on taking the role of the other in the development of the self also suggests that socialization is a process (68-70). Researchers have identified a series of stages through

which we pass as we age; at each stage we are confronted by new demands and new challenges that need to be mastered (85-87).

3. *Having read about how the family, the media, and peers all influence our gender socialization, discuss why gender roles tend to remain unchanged from one generation to the next.*

You could begin your essay by defining gender socialization, the process of learning what is expected of us from society because we are born either male or female. You could then note that this socialization is so complete that, as adults, most of us act, think, and even feel according to our particular culture's guidelines of what is appropriate for our sex. We do not question the way in which gender roles are defined — we have come to see the way we behave as natural and normal. Consequently, when we have children, we set out to socialize them into the same set of gender roles. You could incorporate some discussion of the research by Susan Goldberg and Michael Lewis about child rearing, as well as the fact that children are generally provided with gender-appropriate toys and subject to different parental expectations (75-85).

The ways in which the media perpetuate traditional gender roles should also be noted. You could talk about gender stereotypes that show up in advertising, television, and video games. Include a reference to studies that show the more television people watch, the more they tend to have restrictive views about women's role in society. Milkie's research on peer groups also demonstrates how media images contribute to gender socialization; boys used the media images to discover who they are as males.

4. *As the text points out, the stages of the life course are influenced by the biological clock, but they also reflect broader social factors. Identify the stages of the life course and indicate how social factors have contributed to the definition of each of these stages.*

You should begin your essay by noting that the stages of the life course are shaped by both biological and social factors (90-93). Begin with childhood (from birth to age 12) and talk about how this stage extends over the earliest years as our bodies and minds are developing; at the same time, our understanding of childhood has transformed by broader social factors like industrialization. The impact of social factors is even more apparent in the second stage, adolescence, which goes from ages 13 to 17. Biologically, our bodies are changing, but this stage is a total social invention, the result of the Industrial Revolution and the growing importance of education.

It used to be that most people immediately assumed adult responsibilities upon graduation from high school: jobs, marriages and children. However, a growing number of young people today are postponing this next step as they acquire the additional education and training called for in our modern world. Consequently, we are witnessing the birth of a new stage: young adulthood. By the end of their 20s, most people are ready to launch their careers and their families, which leads to the next stage, the middle years. But because this is such a long stage, spanning the years from 30 to 65, it is generally divided into two stages — early and later. Although the life expectancy of people in U.S. society has been extended, during the later middle years issues of health and mortality are important. As their own parents die, there is a fundamental shift in their orientation to life. This stage ends at 65, at a time when most people are retiring, or have retired.

The final stage is the older years, again divided into early and later. A few generations ago, when life expectancy ran to the late 60s or early 70s, this was a relatively short stage, characterized by preparations for one's own death. Today, because we enjoy longer lives, the early part of this stage is often experienced as an extension of the middle years. People are unlikely to see themselves as old and they continue to be socially active. As health declines, and friends and spouses die, they move into the final years. (85-90)

5. *How would you answer the question, "Are we prisoners of socialization?"*

From reading this chapter and learning more about socialization you have hopefully learned that the self is dynamic, interacting with the social environment and being affected by it and in turn affecting it. We are involved in constructing our sense of self as active players rather than passive recipients (89-90). In answering this question, you should also refer to the work of Cooley and Mead, as well as Piaget, Kohlberg, Gilligan, and Freud, which demonstrates the role we play in the development of a sense of self (68-71).

CHAPTER 4

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **a** Microsociology focuses on social interaction. (95)
2. **d** Sociologists who study individuals would be using microsociology. (95)
3. **a** As a budding sociologist who is interested in the best way to study different perceptions that different classes have of each other, you would use a macrosociological approach. (97)
4. **c** "An individual's behaviors and attitudes are due to biology (one's race or sex, for instance) as much as it is due to his/her location in the social structure," is *incorrect*. As the author of your text points out, if you were to switch your social location, from being a college student to being a street person, you would still be the same person biologically, but because of the change, you would experience social life differently. (97-98)
5. **d** Age is not part of the definition of social class. (97)
6. **b** *Prestige* often comes to mind when one thinks of social status.(97)
7. **d** Positions you occupy are termed status set. (97)
8. **a** A sociologist would use the term *ascribed status* to describe race, sex, and the social class of his or her parents. (97)
9. **d** Once you finish your education, you will move into some kind of occupation or profession, perhaps one that is based on your educational training. This job or career you will eventually hold is considered an achieved status. (97)
10. **c** Wedding rings, military uniforms, and clerical collars are all examples of status symbols. (98)
11. **c** The *incorrect* statement is "Status symbols are always positive signs or people would not wear them." Some social statuses are negative, and therefore, so are their status symbols (e.g., prison clothing issued to inmates). (98)
12. **c** Being an ex-convict would be a master status, one that cuts across the other statuses that a person holds. (98)
13. **a** Status inconsistency most likely occurs when a contradiction or mismatch between statuses exists. For example, a college professor is accorded relatively high prestige while at the same time is generally not very well-paid. (98)
14. **d** The behaviors, obligations, and privileges attached to statuses are called roles. (99)
15. **a** A group consists of people who interact with one another. (99)
16. **b** Sociologists would use the term *functional requisites* to describe such activities as replacing members and socializing new members of a society. (102)
17. **b** Conflict Theorists state that social institutions are controlled by an elite that uses them to its own advantage. (102)
18. **d** "All of the above" is correct. Organic solidarity refers to a society with a highly specialized division of labor; whose members are interdependent on one another; and with a high degree of impersonal relationships. (103)
19. **a** *Gemeinschaft* is the type of society in which everyone knows everyone else, people conform because they are very sensitive to the opinions of others and want to avoid being gossiped about, and people draw comfort from being part of an intimate group. (103)

20. **b** The statement that “stereotypes are unlikely to be self-fulfilling” is *incorrect*. While stereotypes have no single, inevitable outcome, research by Mark Snyder found that college males immediately formed opinions about what women were like, based only on photographs. In subsequent telephone conversations, they adjusted the way they talked to fit their stereotype of the woman. In response, the woman responded in a way that was consistent with the stereotype. (106-107)
21. **d** Public distance zone marks the impersonal or formal relationship. (106)
22. **b** Goffman suggests that we go to *back stages* to be ourselves. (109)
23. **d** Susan, both a full-time student and a full-time worker, finds herself experiencing role conflict when her boss asks her to work during the same hours that she is expected to be in class. (110)
24. **a** If you have ever been in the situation described, of being torn between answering the professor's question or showing up your peers, then you have experienced role strain. (110)
25. **b** The social setting, appearance, and manner are all sign-vehicles used by individuals for managing impressions. (111)
26. **b** Having just studied Goffman's work on dramaturgy, you conclude that the graduate teaching assistant is trying to manage the impression she makes on you by controlling the social setting. In her office, her role as the teacher is managed by being surrounded by academic scenery, while in a coffee shop she is just another customer or student, albeit a graduate student. (112)
27. **a** Harold Garfinkel encouraged his students to participate in experiments where they acted like they did not understand the basic rules of social life. (114)
28. **b** Although background assumptions are deeply embedded, they can be easily understood. (114)
29. **c** The Thomas theorem would fall within symbolic interactionism. (115)
30. **d** Research on the Saints and the Roughnecks demonstrated that in order to fully understand what happened to the boys in the study William Chambliss needed to analyze both the social structure and the patterns of social interaction that characterized their lives. (117)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *False*. Social structure has a large impact on the typical individual because it gives direction to and establishes limits on a person's behavior. (94-96)
2. *True*. (97)
3. *False*. Social class is a large number of people with similar amounts of income and education who work at jobs that are roughly comparable in prestige. Social status refers to the social position that a person occupies (mother, teacher, daughter, or wife). Thus, sociologists use the two terms quite differently. (97)
4. *True*. (97)
5. *True*. (97)
6. *False*. Being male or female is considered a master status. (98)
7. *True*. (99)
8. *False*. The amount and nature of control that a group has over you depends on the group. Some groups, like a stamp collecting club, don't have that much control over many aspects of our behavior, while other groups, like our family or friendship group, exert considerable control over a wide range of our behaviors. (99)
9. *False*. Sociologists have identified at least nine basic social institutions in contemporary societies. (99)
10. *True*. (101)
11. *True*. (103)
12. *False*. It is *Gesellschaft* society, not *Gemeinschaft* society, that is characterized by impersonal, short-term relationships. (104)

CHAPTER-BY-CHAPTER ANSWER KEY

13. *True.* (107-108)
14. *True.* (107-108)
15. *False.* Researchers have found that higher-status individuals tend to touch more, because they have more social power. (108)
16. *True.* (109)
17. *False.* The same setting will often serve as both a back and a front stage. When you are alone in your car it is a back stage, but when you are driving around with friends it becomes a front stage. (110)
18. *False.* Role strain, not role conflict, is defined as a conflict someone feels within a role. Role conflict is when the expectations of one role are incompatible with those of another role. (111)
19. *True.* Studied nonobservance is a face-saving technique in which people give the impression that they are unaware of a flaw in someone's performance. Impression management describes people's efforts to control the impressions that others receive of them. (113)
20. *False.* Symbolic interactionists do not assume that reality has an independent existence, and people must deal with it. They believe that people define their own reality and then live within those definitions. (115)

ANSWERS TO FILL-IN-THE-BLANK QUESTIONS

1. Macrosociology (94)
2. Social Interaction (95)
3. structure (96)
4. social Class (97)
5. master (98)
6. Roles (99)
7. Functionalist (101-102)
8. Social cohesion (103)
9. Division of labor (103)
10. Gesellschaft (104)
11. Role strain (111)
12. Teamwork (112)
13. face-saving behavior (112)
14. background (114)
15. Thomas Theorem (115)

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. b Emile Durkheim: *wrote about mechanical and organic solidarity*
2. e Ferdinand Tönnies: *described Gemeinschaft and Gesellschaft societies*
3. a Erving Goffman: *developed dramaturgy*
4. j Harold Garfinkel: *founder of ethnomethodology*
5. c William Chambliss: *used macro and microsociology to study high school gangs.*
6. h Edward Hall: *anthropologists who did research on personal space*
7. d Elijah Anderson: *studied the lives on inner city residents*
8. f Elliot Leibow: *studied street corner men*
9. i Mark Snyder: *carried out research to discover whether or not stereotypes are self-fulfilling*
10. g W. I. Thomas: *known for the statement, "If people define situations as real, they are real in their consequences."*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Choose a research topic and discuss how you approach this topic using both macrosociological and microsociological approaches.*

The way to answer this question is to first think of a topic. I've chosen the topic of labor unions. Remember that the macrosociological level focuses on the broad features of society (95). So from this level, I might research the role that unions play within the economy or the political system, what types of workers are organized into unions, the level of union organization among workers, or the level of union activity. Shifting to a microsociological level of analysis (96), I would want to look at what happens within unions or between unions and management in terms of social interaction. From this perspective, I might want to investigate the behavior of union members and leaders at a union meeting, or the behavior of union and management negotiators at a bargaining session. By combining both perspectives, I have achieved a much broader understanding of the role of unions within society.

2. *The concept of a social structure is often difficult to grasp. Yet the social structure is a central organizing feature of social life. Identify the ways in which it takes shape in our society and in our lives.*

You will want to begin with the definition of social structure as the framework for society that establishes the typical patterns for the society. Then you can identify the major components of it: culture, social class, social status, roles, groups and social institutions (95-101). It is these components that give social structure shape and substance. The rest of your essay would focus on discussing the contribution that each of these components makes to the overall social structure. You can conclude with the observation that when we are born into a society, we are immediately located within the social structure, based on the culture, the social class of our parents, and our ascribed statuses. As we grow and function within different groups and social institutions, we learn to perform roles that are consistent with our culture and our status. We may eventually acquire achieved statuses. All of this gives shape and meaning to our lives, which in turn gives shape and meaning to social life.

3. *Today we can see many examples of people wanting to recreate a simpler way of life. Using Tönnies' framework, analyze this tendency.*

You would want to begin by describing Tönnies' framework of *Gemeinschaft* and *Gesellschaft*, and discussing the characteristics of each (103-104). Using these concepts, you would indicate that individuals' search for community reflects a rejection of the ever-increasing impersonality and formality of modern society. In their actions, people are trying to re-create a social world where everyone knows each other within the context of intimate groups. Some sociologists have used the term "pseudo-*Gemeinschaft*" to describe the attractiveness of the past — people building colonial homes and decorating them with antiques.

4. *Assume that you have been asked to give a presentation to your sociology class on Goffman's dramaturgy approach. Describe what information you would want to include in such a presentation.*

You could begin by explaining how Goffman saw life as a drama that was acted out on a stage. This would lead you to making a distinction between front stage and back stage (109). You might even want to provide some examples. For instance, you are presenting on a front stage, but you practiced for this presentation in your bedroom without any audience. Because dramaturgy focuses on the performances we give when we assume different roles, you might also want to talk about the problems of role conflict and role strain and the fact that we tend to become the roles we play (110-111). An important contribution of Goffman's was his insights into impression management, so you would want to explain what that is and how it involves the use of three different types of sign-vehicles: social setting, appearance, and manner. Finally, you could conclude with his concept of teamwork, especially as it relates to

face-saving behavior (112-113), and remember to include examples of all of these concepts as you proceed.

5. *Explain what sociologists mean by “the social construction of reality.”*

The first thing you will want to do is explain the distinction between the objective existence of something and our subjective interpretation of it. You will want to include some mention of W. I. Thomas and his famous statement, “If people define situations as real, they are real in their consequences” (115). In making your point, you could use the example from the textbook of the street vendors and germs (although it can be proven objectively that germs exist, but unless you have learned to perceive them, they do not exist), or you could use your own example. Your conclusion would be that, based on our social experiences, we construct reality.

CHAPTER 5

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **b** A researcher interested in doing a macro level study would choose race relations as a topic. Waiting in public places, interactions between people on street corners, and meat packers at work are all topics that would interest a micro level researcher. (124)
2. **d** "All of the above" is correct. Sociologists believe that research is necessary because common sense ideas may or may not be true; they want to move beyond guesswork; and researchers want to know what really is going on. (124)
3. **c** Eight steps are involved in scientific research. (124)
4. **c** Researchers review the literature in order to help them narrow down the problem by pinpointing particular areas to examine; to develop ideas about how to do their own research; and to determine whether the problem has been answered already. They are not concerned about whether the topic is controversial. (125-126)
5. **a** A relationship between or among variables is predicted by a hypothesis. (126)
6. **b** Validity is important in the research process because the researcher wants to be sure that the operational definitions really measure what they are intended to measure. (126)
7. **b** Reliability refers to the extent to which data produce consistent results. (126)
8. **c** In analyzing data gathered by participant observation, a researcher is likely to choose qualitative analysis. (126)
9. **d** All of the reasons stated in this question explain why computers are considered a valuable tool in quantitative analysis. They allow sociologists to analyze huge amounts of information and identify basic patterns; the software packages available for data analysis take much of the drudgery out of that work; and they make it possible for sociologists to try various statistical tests. (126)
10. **c** Replication is the repetition of research in order to test its findings. (128)
11. **a** Mean, median, and mode are ways to measure "average." (128)
12. **a** Ethnomethodology is the study of how people use background assumptions to make sense of life and, thus, is a part of symbolic interactionism. Surveys, unobtrusive measures, and secondary analysis are research methods for gathering data. (128-136)
13. **c** A sample is defined as the individuals intended to represent the population to be studied. (129)
14. **c** If you had carried out the procedure described, you would have selected a stratified random sample, defined as specific subgroups of the population in which everyone in the subgroup has an equal chance of being included in the study. (129)
15. **c** This situation reflects interviewer bias. The respondent may feel uncomfortable voicing his or her true opinions directly to another person, but would be willing to reveal them in an anonymous situation. (131)

16. **b** A researcher might "load the dice" in designing a research project because of a vested interest in the outcome of the research. He or she may be hired by business firms and is thus motivated to find results that are consistent with the interests of the firm. (130)
17. **b** Given the time and cost factors, you are most likely to choose to use self-administered questionnaires, because this method allows a larger number of people to be sampled at a relatively low cost. (131-132)
18. **b** The advantage of structured interviews is that they are faster to administer and make it easier for answers to be coded. (131)
19. **d** Problems that must be dealt with in conducting participant observation include the researcher's personal characteristics, developing rapport with respondents, and generalizability. Therefore, "All of the above" is the correct response. (132-133)
20. **c** The analysis of data already collected by other researchers is secondary analysis. (133)
21. **b** Sources such as newspapers, diaries, bank records, police reports, household accounts and immigration files are documents that provide useful information for investigating social life. (133)
22. **c** In order to study patterns of alcohol consumption in different neighborhoods, you decide to go through the recycling bins in your town and count the number of beer cans, and wine and hard liquor bottles. This study would be using unobtrusive methods because you are making observations on people without their knowledge that they are being studied. (134-135)
23. **a** A researcher who is trying to identify causal relationships is likely to use an experiment. (134)
24. **b** In an experiment, the group not exposed to the independent variable in the study is the control group. (134)
25. **a** The change in behavior that occurs when subjects know they are being studied is referred to as the Hawthorne effect. (135)
26. **b** The simultaneous occurrence of alcohol and physical abuse is known as a correlation. (136)
27. **c** Surveys are more likely to be used by researchers trained in quantitative techniques. (137)
28. **d** All of the reasons help explain why it is important to consider gender when planning and conducting research. Gender is a significant factor in social life; the gender of the interviewer could possibly contribute to interviewer bias; and because men and women experience the social world differently, both need to be studied in order to gain a complete picture. (139-140)
29. **d** "All of the above" is correct. Research ethics require openness; that a researcher not falsify results or plagiarize someone else's work; and that research subjects should not be harmed by the research. (140-141)
30. **b** Research and theory are both essential for sociology, since research without theory is simply a collection of facts, and theory without research is empty and abstract. (142-143)

CHAPTER-BY-CHAPTER ANSWER KEY

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *True.* (124)
2. *True.* (124)
3. *True.* (126)
4. *False.* Sociologists do not place one above the other. Rather, they take great care to assure that both are achieved. (126-127)
5. *True.* (126)
6. *True.* (126)
7. *False.* Computers are valuable to researchers not because they store information efficiently, but because they reduce large amounts of data to basic patterns, they take the drudgery out of analyzing data, they can do different statistical tests easily, and they free the researcher up to do more interpretation of the data. (126)
8. *True.* (128)
9. *False.* In survey research, it is always desirable for respondents to express their own ideas. (129)
10. *True.* (131)
11. *True.* (131)
12. *True.* (132)
13. *False.* Secondary analysis and use of documents is not the same thing. The data used in secondary analysis is gathered by other researchers while documents may be anything from diaries to police records. (133)
14. *False.* It is not always unethical to observe behavior in people when they do not know they are being studied. However, there are circumstances when the issue of ethics should be raised. (133)
15. *True.* (134)
16. *True.* (136)
17. *True.* (137)
18. *False.* Gender is an important factor in research, possibly contributing to interviewer bias, influencing the choice of research methods, and limiting generalizability. (139)
19. *True.* (140-141)
20. *False.* Scully and Marolla's research demonstrates that it is possible to do research that contributes to our body of sociological knowledge under less than ideal conditions. (142-143)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. hypothesis (126)
2. analyze (126)
3. population (128)
4. three (128)
5. random (129)
6. neutral (131)
7. rapport (132)
8. unobtrusive measures (133)
9. control (134)
10. survey (137)
11. homeless (138)
12. interviewer (139)
13. anonymity (140)
14. theory (142)
15. common sense (143)

ANSWERS TO MATCH THESE CONCEPTS WITH THEIR DEFINITIONS

1. b Hawthorne effect: *behavior change due to subject's awareness of being studied*
2. f population: *the target group to be studied*
3. h sample: *the individuals intended to represent the population to be studied*
4. c interviewer bias: *the interviewer's effect on respondents that leads to biased answers*
5. i replication: *repeating a study to see if the same results are obtained*
6. g secondary analysis: *the analysis of data already collected by other researchers*
7. e documents: *written sources of data*
8. j independent variable: *a factor that causes a change in another variable*
9. d dependent variable: *a factor that is changed by an independent variable*
10. a unobtrusive measures: *the observation of people who don't know they are being studied*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Choose a topic and explain how you would go through the different steps in the research model.*

In order to answer this question, you must select a topic and then develop this from the beginning to the end of the research process, identifying all eight steps and explaining what tasks are carried out each step of the way. Your answer should make reference to variables, hypothesis, operational definitions, the different research methods, validity and reliability, different ways of analyzing the data, and replication (124-127).

2. *Discuss some of the things that can go wrong in the process of doing research and provide suggestions on how to overcome such problems.*

There are a number of problems that can arise if the researcher is not careful. Included would be: (1) deriving invalid and unreliable results because of inadequate operational definitions and inaccurate sampling procedures (126-127); (2) obtaining biased answers because biased questions were asked (130); (3) failing to establish rapport with research subjects because of personal qualities or characteristics (132); (4) failing to gain access to necessary documents because those who control the documents are unwilling to cooperate (133); and (5) failing to rule out possible spurious correlations (135). Each of these potential problems can be overcome if the researcher follows the steps in the research process carefully.

3. *The author of your text discusses six different research methods. Pick a research topic of interest to you and discuss how you might try to investigate this topic using these different methods. In your answer, consider how a particular method may or may not be suitable for the topic under consideration.*

To review, the different methods discussed in the text are (1) surveys; (2) participant observation; (3) secondary analysis; (4) documents; (5) unobtrusive measures; and (6) experiments (128-138). Your first step is to pick a potential research topic. Let's say you decide to research homeless women. You could do a survey, developing a questionnaire that would be either self-administered or completed through an interview. This would use either closed-ended or open-ended questions, or maybe a combination of both. You would need to discuss some of the problems that you might encounter in trying to define the homeless population or in attempting to draw a random sample. You could point out that while this method would allow you to sample a large number of people at a relatively low cost, you might have difficulties with rapport.

Using participant observation might be more suitable for the topic under consideration. You could spend time in a homeless shelter, getting to know the women who live there. Hopefully, over time you will have built some rapport with the clients and will be able to learn more about their lives and the reasons why they are homeless. You would want to make note that this method may make it difficult for you to generalize your findings.

CHAPTER-BY-CHAPTER ANSWER KEY

As you proceed through the essay, you might consider the other methods. You could make an argument about using secondary analysis, documents, and unobtrusive measures. In all three instances, you would want to make note of how these could be used and the limitations that each presents. The only method you might find difficult to apply to this topic would be experiments.

Your conclusion would summarize what factors influence the researcher's choice of a method: available resources, degree of access to respondents, the purpose of the research, and the background of the researcher. You could also talk about the differences between quantitative and qualitative research.

4. *Explain why ethical guidelines are necessary in social science research.*

Ethical guidelines are necessary for several reasons. First and foremost, the researcher is working with human subjects; there must be guidelines to protect these subjects from any undue physical or psychological harm. Secondly, the research is only valid and reliable if the subjects have honestly and accurately provided information to the researcher. For this reason, they must have confidence in the researcher and the research process; guidelines assure subjects that their identities will remain anonymous and their information will be confidential. Finally, an essential aspect of research is that it be shared with others in the research community and members of the wider society. Guidelines regarding falsification and plagiarism guarantee that all research will be carefully scrutinized, thereby assuring its validity and reliability (140-141).

5. *Discuss the relationship between research and theory.*

In this essay, you will want to begin with C. Wright Mills's observations about theory and research. He argued that research without theory is simply a collection of unrelated "facts," while theory without research is abstract and empty (142). Research tests theory and theory helps us explain unexpected or surprising findings. Both are essential for sociology, because both take us beyond common sense. You could conclude the essay by discussing the research by Scully and Marolla, which challenged common sense notions about rapists (142-143).

CHAPTER 6

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **d** People who have something in common and who believe that what they have in common is significant make up a group. (148)
2. **b** The largest and most complex group that sociologists study is a society. (148)
3. **c** The type of society that has been described is a hunting and gathering society. (149)
4. **a** Of all types of societies, the most egalitarian is the hunting and gathering society. (149)
5. **b** Pastoral societies are based on the pasturing of animals. (150)
6. **d** "All of the above" is correct. The domestication revolution led to the human group becoming larger, the creation of a food surplus, and a more specialized division of labor. (150)
7. **c** The society that emerged out of the invention of the plow was known as an agricultural society. (150-151)
8. **d** "All of the above" is correct. Indicators of increasing equality include better housing, the abolition of slavery, and a move toward more representative political systems. (151-152)
9. **a** Postindustrial society is based on information, services, and high technology. (152)
10. **b** The United States was the first nation to have more than 50 percent of its work force employed in service industries; it was followed quickly by Japan, Australia, New Zealand, and western Europe. (152)

11. **d** "All of the above" is the correct answer. A *bioeconomic* society, in which the economy centers around the application of human genetics for medicine and plant genetics for the production of food, is associated with the identification of the double-helix structure of DNA and the decoding of the human genome in 2000. It may represent a new type of society or simply another aspect of postindustrial society. (153)
12. **c** Emile Durkheim believed that small groups help prevent anomie, because, through their intimate relationships, they provide a sense of meaning and purpose to life. (154)
13. **c** People who have similar characteristics are a category. (155)
14. **c** An aggregate is a set of individuals who temporarily share the same physical space but do not see themselves as belonging together. (155)
15. **a** Cooley saw that primary groups are essential to an individual's psychological well-being. (155)
16. **d** "All of the above" is correct. Secondary groups have members who are likely to interact on the basis of specific roles; are characteristic of industrial societies; and are essential to the functioning of contemporary societies. (156)
17. **b** Groups that provide a sense of identification or belonging are referred to as in-groups. (156)
18. **d** Because identification with a group generates not only a sense of belonging, but also loyalty and feelings of superiority, it can lead to rivalries with out-groups. Hence, the consequences of in-group membership can be all of the things mentioned: discrimination, hatred, and even killing. (156)
19. **c** Reference groups are important because they provide us with a standard to evaluate ourselves. Your reference group may include family and friends, with whom you engage in face-to-face interaction, or groups to which you belong and feel a sense of loyalty, but they do not have to be. They can provide you with standards even when you are not actually a member of the group. (157)
20. **a** Sociologically speaking, the social ties radiating outward from the self, that link people together are social networks. (158)
21. **b** While the implications for social relationships of cybercommunications are still tentative, the author of your text suggests that one development that some find disturbing is that the Internet provides easy access to people in distant lands, but can separate us from people living close by. (160-161)
22. **d** "All of the above" is correct. Dyads are the most intense or intimate of human groups, require continuing active participation and commitment of both members, and are the most unstable of social groups. (161)
23. **d** That the continuation of the triad depends on success of the arbitrator in settling disputes is *not* one of the characteristics of a triad; the other three are. (161)
24. **c** A diffusion of responsibility occurs when a group is larger than a dyad and each member feels that someone else will act. (165)
25. **c** An expressive leader increases harmony and minimizes conflict in a group. (166)
26. **b** Research by Lippitt and White demonstrated that the authoritarian style of leader is most effective in emergency situations, and the laissez-faire style is generally ineffective. The one style that is best under most circumstances is the democratic style of leader. (167)
27. **d** "All of the above" is correct. According to sociologists, leaders tend to have certain characteristics, including being more outgoing, taller, and better-looking than others, and where they are sitting in a group. (167)
28. **a** Of the 50 people that Solomon Asch tested, 25% stuck to their guns and always gave the right answer. (168)
29. **c** The Milgram experiment demonstrates how strongly people are influenced by authority. (168-169)
30. **c** James Henslin suggests that the key to preventing groupthink is to guarantee that the results of social science research and the information that is gathered by media reporters is widely circulated among members of government decision-making bodies. (170)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *True.* (148)
2. *True.* (150)
3. *False.* According to Elise Boulding, women's status fell rather than rose once metals were attached to plows. Plowing and the care of cows became associated with men, and their status rose even higher. (151)
4. *False.* Industrial societies were brought about by the invention of the steam engine. (151)
5. *True.* (151)
6. *False.* The United States was the first country to have more than 50 percent of its work force employed in service industries. (152)
7. *True.* (152)
8. *True.* (154)
9. *False.* Members of secondary, not primary, groups are likely to interact on the basis of specific roles. (155)
10. *True.* (156)
11. *True.* (157)
12. *False.* A person does not have to belong to a group to use that group as a reference group. (158)
13. *True.* (159)
14. *True.* (160)
15. *False.* Dyads are more intimate than triads because there are only two members of a dyad, as opposed to three members in a triad, but their smaller size also makes them *less* stable, rather than more stable, than a triad. (161)
16. *True.* (161-162)
17. *True.* (162-165)
18. *False.* Sociologically speaking, a leader does not have to be officially appointed or elected to be the "leader." A leader is someone who influences the behaviors of others. (165)
19. *False.* To study conformity, the Asch experiment used cards with lines on them. To study obedience to authority, the Milgram experiment used fake electrical shocks. (167-168)
20. *True.* (170)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. society (148)
2. Horticultural societies (150)
3. anomie (154)
4. family (155)
5. in-group (156)
6. reference (157)
7. faction (158)
8. electronic (160)
9. dyad (161)
10. task (166)
11. democratic (166)
12. styles (167)
13. ethics (168-169)
14. groupthink (170)
15. tunnel (171)

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. h Irving Janis: *groupthink*
2. c Georg Simmel: *dyads*
3. g Emile Durkheim: *small groups and anomie*
4. b Stanley Milgram: *obedience to authority*
5. i Solomon Asch: *conformity to peer pressure*
6. a Charles H. Cooley: *primary group*
7. j Robert K. Merton: *in-group prejudice leads to a double standard*
8. d Ronald Lippitt & Ralph White: *classic study on leadership styles*
9. f Elise Boulding: *noted womens' status changed with the invention of the plow*
10. e Lloyd Howells & Selwyn Becker: *leadership role influenced by seating in group*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *After summarizing the fundamental social changes that resulted from each of the different social revolutions, evaluate the degree to which the new technology of the microchip is contributing to a similar level of fundamental change.*

You would want to begin by summarizing characteristics of the first three social revolutions. The first social revolution was the domestication of animals and plants. This created a more dependable food supply, thereby allowing groups to grow larger in size, develop a more varied division of labor and increase trade between communities; it also led to the emergence of social inequality (150). The second social revolution was the agricultural revolution. The use of the plow contributed to higher crop yields using less labor, so that more people were freed to pursue other activities. Cities grew and "culture" developed. Inequality becomes a permanent feature of society (150-151). The third social revolution was the invention of machines powered by fuels instead of animals. Productivity was further enhanced and social inequality was initially greater than before, although over time the amount of inequality began to diminish (151).

Having done that, you should turn your attention to the current transformation of industrial society into a postindustrial society and the role of the microchip. You could mention the impact that computers are having on our lives, including everything from communications to the way we work (152). The earlier transformations contributed to increased division of labor, changes in the level of inequality within society, and relations between social groups. Your conclusion is based on your evaluation of whether you think this transformation is as profound as the earlier ones.

2. *Durkheim was among the first sociologists to argue that small groups stand as a buffer between the individual and the larger society. The author of your text notes that secondary groups today have become essential to our welfare, yet they fail to satisfy our deep needs for intimate association. In this essay, consider how it is possible that they are essential for our welfare if they fail to satisfy essential human needs.*

The reason the author of your text claims that secondary groups are essential for our welfare has to do with the nature of industrial and postindustrial societies. These are societies with very large populations and a very complex division of labor. Given these changes in society, it is understandable why most of our activities are organized within secondary groups, since this type of group is defined as a large, relatively anonymous, formal organization devoted to a single interest or goal. Our daily lives would be chaotic and very unproductive without the work of secondary groups.

At the same time, just as Durkheim, concerned about how our individual needs would be met within a large, relatively anonymous society, believed that we form small (primary) groups to serve as a buffer between us and society, today we rely on this same type of group to serve as a buffer between us and the impersonality of the secondary group. Our essential human need for intimacy is provided by primary groups that tend to form within secondary

groups. Without our friends at work and school and our families at home, our lives would be very alienating (154-56).

3. *Discuss the benefits and drawbacks to in-groups and out-groups.*

What are the benefits of such an arrangement? You could mention feelings of loyalty and a sense of belonging, and the influence that in-groups have over our behavior. Feeling a part of an in-group, set against an out-group, may also build self-esteem and contribute to social solidarity. While this is good, there are also drawbacks. Attachments to an in-group can quickly get out of hand if such feelings develop into ethnocentrism and rivalries between in-groups and out-groups. In the most extreme cases, such ethnocentrism can be the basis for very destructive actions directed against out-groups (156-57).

4. *Explain the three different leadership styles and suggest reasons why the democratic leader is the best style of leader for most situations.*

You would want to begin by identifying the three styles of leadership and listing the characteristics of each (165-167). Then you should evaluate how characteristics of a democratic leader, like holding group discussions, outlining the steps necessary to reach the goals, suggesting alternatives, and allowing the group members to work at their own pace, all contributed to the outcomes like greater friendliness, group-mindedness, and mutual respect, and ability to work without supervision. Finally, consider why those qualities and outcomes were judged to be the best under most circumstances (167).

5. *Explore the factors that influence the emergence of groupthink and consider strategies for minimizing the development of this collective tunnel vision.*

There are several factors you could discuss. First, you could bring in the findings of the Asch experiment about the influence of peer pressure in individual and group decision-making (167-168). You could also include some reference to the Milgram experiment about obedience to authority (168-170). There is also strong pressure on members of a group to think alike, since voicing opposition can be viewed as a sign of disloyalty; your role as a “team player” may even be questioned. Within groups, there is also a tendency to put aside moral judgments for the sake of the group.

The author of your text suggests that groupthink develops when leaders and members of groups are isolated and become cut off from information sources that do not fit with their own views (1170). His suggestion is for leaders to have the widest possible access to research findings of social scientists and information freely gathered by media sources. You could also discuss how groupthink might be reduced by being sensitive to the size of the group and the nature of leadership — two factors that play a role in overall group dynamics (171).

CHAPTER 7

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **c** Rationality is the acceptance of rules, efficiency, and practical results as the right way to approach human affairs. (176)
2. **a** The idea that the past is the best guide for the present is the traditional orientation. (176)
3. **b** One of the major obstacles to industrialization was a traditional orientation to life that led people to resist change. (176)
4. **c** According to Karl Marx, the force behind rationality replacing the traditional orientation to life was capitalism. (177)
5. **d** "All of the above" is correct. According to Max Weber, capitalism is the investment of capital in the hopes of producing profits. It became an outlet for the excess money of

- Calvinists, as well as producing success for many that was then interpreted as a sign of God's approval. (177)
6. **d** Because sociologists have not been able to determine whose views are most accurate, the two views still remain side by side. (178)
 7. **b** A secondary group designed to achieve explicit objectives is the sociological definition of a formal organization. (178)
 8. **b** In a bureaucracy, assignments flow downward, not upward, and accountability flows upward — not downward. (179-80)
 9. **a** Ideal types are composites of characteristics based on many specific examples. (181)
 10. **c** George Ritzer used the term "the McDonaldization of society" to refer to the increasing rationalization of daily living. (182)
 11. **b** The force behind "the McDonaldization of society" is the increased efficiency that contributes to lower prices. (182)
 12. **d** "All of the above" is correct because alienation, bureaucratic incompetence, and red tape are dysfunctions of bureaucracies. (182-183)
 13. **b** What Linda is feeling is referred to as alienation by sociologists. (183)
 14. **d** "All of the above" is correct because workers resist alienation by forming primary groups, praising each other and expressing sympathy when something goes wrong, and putting pictures and personal items in their work areas. (183)
 15. **c** According to your text, the alienated bureaucrat is not likely to do anything for the organization beyond what he or she is required to do. (183)
 16. **b** The Peter Principle states that each employee of a bureaucracy is promoted to his or her level of incompetence. (183)
 17. **c** Goal displacement occurs when an organization adopts new goals. (184-185)
 18. **d** The sociological significance of bureaucracy is that it represents a fundamental change in how people relate to one another. (185)
 19. **d** "All of the above" is correct. Voluntary associations are groups made up of volunteers who organize on the basis of some mutual interest. They include political parties, unions, professional associations, and churches, and they have been an important part of American life. (185-186)
 20. **a** Voluntary associations exist in the United States because they meet people's basic needs. (186)
 21. **d** The Red Cross, the NAACP, and Greenpeace are all voluntary associations. People join them because they want to, not because they have to. Finally, these groups, like all voluntary associations, fulfill important functions for the individual and for society. (186)
 22. **c** The tendency for organizations to be dominated by a small, self-perpetuating elite is called the iron law of oligarchy. (187-188)
 23. **a** According to Rosabeth Moss Kanter, in a large corporation the corporate culture determines an individual's corporate fate. (187-188)
 24. **b** Women and minorities who work in corporations are often "showcased" because the corporation wants to demonstrate how progressive it is. They are placed in highly visible positions that have little power; however, these positions tend to be "slow-track" positions where accomplishments rarely come to the attention of top management. (188)
 25. **d** Humanizing a work setting refers to organizing a workplace in such a way that human potential is developed rather than impeded. Among the characteristics of more humane bureaucracies are the availability of opportunities on the basis of ability and contributions, a more equal distribution of power, and less rigid rules and more open decision making. (189)
 26. **d** Research on the costs and benefits of employer-financed day care demonstrates that such a benefit can save the employer money in terms of reducing employee turnover and absenteeism. (190)
 27. **a** Quality circles are an excellent example of a business fad. (191)

CHAPTER-BY-CHAPTER ANSWER KEY

28. **c** According to conflict theorists the interests of workers and owners are fundamentally opposed and, in the final analysis, workers are always exploited. (191)
29. **d** "All of the above" is correct. Computers in the workplace have the potential of improving the quality of work life, could lead to more surveillance of workers by managers, and may be the first step toward a society in which every move a citizen makes is recorded. (191-192)
30. **c** Despite the myth that all Japanese workers are guaranteed lifetime job security, today only about one-third of that country's work force actually finds it. (192-195)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *True.* (176)
2. *False.* Traditional orientation is *not* based on the idea that the present is the best guide for the future. It is based on the idea that the past is the best guide for the present. (176)
3. *True.* (177)
4. *False.* Max Weber did not believe that the growth of capitalism contributed to the rise of the Protestant ethic but, rather, that the rise of the Protestant ethic as a result of Calvinism contributed to the growth of capitalism. (177)
5. *True.* (177)
6. *False.* By definition, only secondary groups can be formal organizations. The text defines a formal organization as "a secondary group designed to achieve explicit objectives." (178)
7. *True.* (179-80)
8. *False.* Most colleges and universities do have written systems of accountability for faculty members. As Professor Henslin notes in the text, his institution requires faculty members to fill out reports indicating how they have spent their university-related time. These materials go to committees whose task it is to evaluate the relative performance of each faculty member. Other institutions utilize such things as student evaluations of faculty as part of an accountability package. (179)
9. *True.* (180)
10. *True.* (181)
11. *True.* (183)
12. *False.* It is difficult for workers to resist becoming alienated because of the nature of the organizational environment in which they work. According to Marx, alienation occurs because workers are cut off from the product of their own labor, which results in estrangement not only from the products but from their whole work environment. (183)
13. *False.* The Peter Principle has not been proven to be true. If it were generally true, bureaucracies would be staffed entirely by incompetents, and none of these organizations could succeed. In reality, bureaucracies are remarkably successful. (183)
14. *True.* (185)
15. *True.* (185)
16. *True.* (187)
17. *False.* Bureaucracies are not likely to disappear as our dominant form of social organization in the near future because they generally are effective in getting the job done. Most people spend their working lives in such organizational environments. (189)
18. *False* (189-190)
19. *True.* (191)
20. *True.* (192-193)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. traditional (176)
2. rationality (177)
3. John Calvin (177)
4. division (179)

5. ideal (181)
6. McDonaldization (182)
7. Alienation (183)
8. Peter Principle (183)
9. identity (185)
10. iron law of oligarchy (187)
11. hidden (188)
12. work (190)
13. confrontational (191)
14. marriage (192)
15. myths (194)

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. h Max Weber: *the rationalization of society*
2. a Robert Michels: *the iron law of oligarchy*
3. j William Ouchi: *the Japanese corporate model*
4. d Karl Marx: *the exploitation of workers by capitalists*
5. g Rosabeth Moss Kanter: *the hidden values in the corporate culture*
6. e George Ritzer: *the McDonaldization of society*
7. b Alexis de Tocqueville: *early observer of U.S. society who noted the presence of voluntary associations*
8. i Fox & Arquitt: *problems of oligarchy in the VFW*
9. f Gary Marx: *development of the “maximum-security” work place*
10. c David Sills: *goal displacement in the March of Dimes*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Explain what sociologists mean by the expression “rationalization of society” and discuss why this change has occurred.*

The first step is to talk about the shift from a traditional orientation to life to one based on the widespread acceptance of rationality. You could explore what the traditional orientation is — relationships are long-term and based on custom and history, change is viewed with suspicion and comes very slowly, and people are evaluated on how well they fulfill their traditional roles. You could then introduce the characteristics of social life based on rationality — efficiency, impersonality, concerns over the bottom line, and the explicit measurement of outcomes (176-177).

Once you have established the differences between these two orientations and forms of social organization, you would then want to talk about how Marx and Weber each explained the shift. Although both believed that capitalism could not function without rational organization, they differed on the source of the change. For Marx, capitalism was the driving force behind these changes. When people discovered that they could produce more and generate higher profits by organizing work and the wider society around these principles, their views on life changed (188). On the other hand, Weber believed that religion, and religious beliefs, were behind the shift. He pointed to the Protestant Ethic, a combination of beliefs and values, as the source for the emergence of capitalism and rationalization (178-9).

2. *Explain what an ideal type is and why such constructs are useful.*

You would begin by explaining how Weber studied several different bureaucracies and used these real entities to construct composite characteristics that he thought were typical of bureaucratic structures (181). The result was a list of characteristics that a bureaucratic organization would ideally have (178-180). This constructed list of characteristics can then be used to measure the degree to which any organization is bureaucratized.

3. *Define the iron law of oligarchy and discuss why this problem occurs in voluntary associations.*

You would begin by explaining that the iron law of oligarchy is the tendency within organizations for the leadership to become self-perpetuating (186-187). Although this problem occurs in all types of organizations, it is particularly evident in voluntary associations. A major reason for this is the nature of membership in this type of organization; it tends to be passive, varying in its degree of commitment to and involvement in the organization. The elite keep themselves in power by passing leadership positions from one member of the clique to another. If the leadership is not responsive to the membership, it runs the risk of being removed from office by a grassroots rebellion.

4. *This chapter provides discussion of strategies to humanize the work place. After identifying some of these strategies, consider the conflict perspective on these types of initiatives.*

Your essay should begin with a brief statement about what “humanizing the workplace” means (202). You could talk about how bureaucracies can contribute to alienation (189), and that this initiative is in response to that tendency toward dehumanization and alienation. From here, you would want to identify different strategies: quality circles, employee stock ownership plans, work teams, corporate day care, and even cooperatives (190-191). For each of these, you would provide a brief description of what aspect of dehumanization it is trying to address.

The second part of this essay is to consider the conflict perspective. Conflict theorists note that regardless of how the work is organized, the basic relationship between workers and owners is exploitative and confrontational (191). This is because they have conflicting interests: owners want to extract as much profit as they can so they exploit the workers and the workers want to find ways to resist the exploitation. That is the fundamental nature of capitalism, the “bottom line.” Thus the conflict perspective sees such initiatives as just another way for the capitalists to exploit the workers.

5. *Evaluate whether the use of computer technology to control workers is an inevitable aspect of bureaucracy.*

You would want to begin by identifying the defining characteristics of bureaucracy — the presence of a hierarchy, a division of labor, written rules, written communications and records, and impersonality (179-180). You should then consider the ways in which computers are tied to these various characteristics. The computer's capacity to be accessed from remote sites means that managers can communicate with workers at any time and from any place and the workers' input on computers enable the managers to maintain records of their productivity (written communication and records); computers also promote impersonality. Your conclusion is to evaluate the degree to which such steps are inevitable.

CHAPTER 8

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **b** In sociology, the term deviance refers to all violations of social rules. (200)
2. **b** Deviance is so often viewed as threatening because it undermines the predictability of social life that is established through the creation and observance of norms. (202)
3. **c** Frowns, gossip, and crossing people off guest lists are examples of negative sanctions. (202)
4. **c** Most negative sanctions are informal. At the same time, whether you consider the breaking of a norm simply an amusing matter that warrants no severe sanctions, or a serious infraction that does, depends on your perspective. (203)
5. **c** The function of the stigma is to define or identify the person who violates the norm as deviant. (201)

6. **a** A court martial in which the insignia of rank is publicly ripped off the uniforms of the officers found guilty is an example of degradation ceremonies. (203)
7. **c** Differential association theory is based on the symbolic interactionist perspective. (205)
8. **d** According to differential association theory, an individual becomes a deviant because he has learned to deviate from society's norms. In particular, family, friends, neighborhoods and even subcultures will teach him to either conform to or deviate from the norms. (205)
9. **c** The idea that two control systems, inner controls and outer controls, work against our tendency toward deviance is called control theory. (207)
10. **c** According to Travis Hirschi, it is our bonds to society that affects our inner controls; the stronger the bonds, the more effective are our controls. Bonds are based on attachments, commitments, involvements, and beliefs. (207)
11. **c** All of the following are ways of neutralizing deviance: appeal to higher loyalties, denial of responsibility, and denial of injury and a victim. Denial of deviant labels is *not* one of the ways of neutralizing such behavior. (208)
12. **b** William Chambliss's study of the Saints and Roughnecks suggests that people often live up to the labels that a community gives them. (209-10)
13. **d** "All of the above" is correct. William Chambliss states that all of these are factors that influence whether people will be seen as deviant: social class, the visibility of offenders, and their styles of interaction. (209-210)
14. **a** According to the functionalist perspective, deviance promotes social unity and social change. (210)
15. **d** "All of the above" is the correct answer. Getting an education, then getting a good job and working hard, are all examples of what Merton meant by the term *institutionalized means*. (212)
16. **d** Recidivism is not one of the responses to anomie identified by Merton. (212)
17. **b** According to Merton's strain theory, people who drop out of the pursuit of success by abusing alcohol or drugs are retreatists. (212)
18. **a** Steve's behavior reflects innovation. Steve is rejecting the institutionalized means, but wants to reach the cultural goal of wealth, so he finds a way to do it that is innovative. (212)
19. **d** The illegitimate opportunity structures theory is based on the functionalist perspective. (213)
20. **c** Crimes committed by people of respectable and high social status in the course of their occupations are called white-collar crimes. (214)
21. **c** When Sears defrauded poor customers of over \$100 million, they were committing corporate crime. (214)
22. **d** "All of the above" is correct. The marginal working class includes people with few skills, who hold low-paying, part-time, seasonal jobs, and who are the most desperate members of the working class. (217)
23. **b** The United States has the largest percentage of its population in prison; it also has more people in prison than any other country. (218)
24. **c** African Americans are disproportionately represented among the prison population of this country. They account for nearly one-half of all prisoners. (219)
25. **b** The *correct* statement is that "about one-half of all recidivists have been convicted of a violent crime." There is no evidence that the "get-tough" policy has had a significant impact on lowering the rates of recidivism. Studies do show that individuals who have served time are likely to return to prison, but the statistic is that two-thirds will be rearrested within three years, not one year. Finally, approximately three-quarters of those in prison have served time before. (220-21)
26. **b** Since the death penalty was reinstated in 1977, 37 percent of those executed have been African American. (221-222)

CHAPTER-BY-CHAPTER ANSWER KEY

27. **a** As a group, African Americans are more likely than other racial/ethnic groups to be victims of hate crimes. (223)
28. **b** According to official statistics, working-class boys are more delinquent than middle-class boys. (223-224)
29. **c** The medicalization of deviance refers to viewing deviance as a medical matter. (224)
30. **d** With deviance inevitable, Henslin suggests that one measure of a society is how it treats its deviants. (226)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *False.* What is deviant to some is not deviant to others. This principle holds true within a society as well as across cultures. Thus, acts perfectly acceptable in one culture may be considered deviant in another culture. (200)
2. *False.* According to your text, a college student cheating on an exam and a mugger lurking on a dark street do have something in common: they are both engaged in deviant behavior, thus making them "deviants." (200)
3. *True.* (200)
4. *True.* (202)
5. *False.* Sanctions can be either negative (a frown, a fine, a prison sentence) or positive (a smile, an award, a compliment). Negative sanctions are applied to behavior that violates the norm, while positive sanctions are applied to behavior that follows the norm. (202)
6. *True.* (204)
7. *True.* (205-206)
8. *False.* Symbolic interactionists stress that we are not destined by our group memberships to think and act as our groups dictate; we are not prisoners of our socialization. Rather, we help produce our own orientations to life. (205)
9. *False.* Some people and groups do embrace deviance and want to be labeled with a deviant identity. Examples include teenagers who make certain that their clothing, music, and hairstyles are outside adult norms; and outlaw bikers. (209)
10. *True.* (209)
11. *True.* (209-210)
12. *True.* (210)
13. *False.* According to strain theory, everyone does not have an equal chance to get ahead in society because of structural factors in the society (e.g., racism, sexism, and social class) that may deny them access to the approved ways of achieving cultural goals. (212)
14. *True.* (212)
15. *True.* (213)
16. *False.* White-collar crime often is more costly than street crime. Examples include the plundering of the U.S. savings and loan industry and other "crimes in the suites." (214)
17. *False.* Conflict theorists believe that the criminal justice system functions for the well-being of the capitalist class. (215-217)
18. *True.* (220-221)
19. *True.* (223)
20. *False.* Official statistics are not always accurate counts of the crimes committed in our society. Both conflict theorists and symbolic interactionists believe that these statistics have bias built into them because of police discretion in arresting people, as well as many other factors. (223-224)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. deviance (200)
2. negative (202)
3. individual (204)
4. learn (205)

5. families (205)
6. inner (207)
7. neutralization (208)
8. unity (210)
9. accepts (212)
10. anomie (212)
11. white-collar (214)
12. female (215)
13. marginal working class (217)
14. recidivism (220)
15. problem (224)

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. d Edwin Sutherland: *white collar crime*
2. a Robert Merton: *strain theory*
3. g Erving Goffman: *importance of stigma*
4. i Thomas Szasz: *myth of mental illness*
5. e Emile Durkheim: *functions of deviance*
6. f William Chambliss: *effects of labeling*
7. h Gresham Sykes and David Matza: *techniques of neutralization*
8. j Walter Reckless: *control theory*
9. c Harold Garfinkel: *degradation ceremonies*
10. b Mark Watson: *embracing the deviant label*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Discuss how the different sociological perspectives could be combined to provide a more complete picture of deviance.*

You would begin by identifying the strengths of each perspective. Symbolic interactionism focuses on group membership and interaction within and between groups (217-223), functionalism focuses on how deviance is a part of the social order (224-229), and conflict theory focuses on how social inequality affects definitions of and reactions to acts of deviance (229-231). An example of combining perspectives is reflected in the work of William Chambliss on the Saints and the Roughnecks; he looked at patterns of inequality and different interaction styles to explain the different treatment the two groups received (222). Another example would be Cloward and Ohlin's work on illegitimate opportunity structures (226-228); they added the concept of social class inequality to the notion of the strain between institutionalized means and cultural goals to explain patterns of lower class deviance.

2. *Explain how forms of deviance such as street gangs can be both functional and dysfunctional at the same time.*

You could begin your discussion by making reference to Durkheim's views on the functionality of deviance (210). In particular, the presence of street gangs may serve to affirm normative boundaries and to promote social unity, both within society and within the neighborhoods where gangs operate. Within this context, think about the dominant views we have of gang members and gang activity.

You would also want to make reference to Jankowski's research. Jankowski studied street gangs and discovered that gangs functioned within low-income neighborhoods as sources of employment (often the *only* source), recreation, and protection. In a few cases the gangs were involved in legitimate activities such as running small groceries and renovating and renting abandoned apartment buildings. All of these demonstrate the functional nature of gangs. At the same time, gangs generate most of their income through illegal activities, a dysfunctional aspect. Another dysfunctional aspect is the violence that accompanies gangs; violence that is not confined to gangs but often spills over into the neighborhood as a whole

(214).

3. *Using any one of the different sociological perspectives, develop an explanation for why white-collar crime is generally treated as less serious crime in our society.*

First, you want to define what white-collar crime is. According to Edwin Sutherland, it is crime that people of respectable and high social status commit in the course of their occupations (214). You would then want to use the different perspectives to discuss why it is viewed as less serious than street crimes as a threat to our society. You could refer to labeling theory, especially the work of Sykes and Matza regarding techniques of neutralization (208). Given the nature of work and corporate life today, it is possible that not only do those responsible for the crimes not see themselves as deviant, but society as a whole does not see corporate employees as deviant. In addition, much of the crime that is committed is largely invisible and indirect — we may not even be aware that we have been victimized.

You could also write about the functionalist explanation for this type of crime. Specifically, you could begin with Merton's strain theory and then make reference to Cloward and Ohlin's discussion of illegitimate opportunity structures (213-214).

Perhaps it is easiest to apply conflict theory in trying to answer this question. White-collar crime is typically crime committed by those in power. As the conflict theorists point out, the law is an instrument of oppression. It does not operate impartially. It directs its energies against the violations of the law by the working class (216-218).

4. *Answer the question, "Is the criminal justice system biased?"*

This chapter provides a great deal of evidence that the criminal justice system is indeed biased. You could discuss differences in the ways in which our system views street crime, which is mostly committed by the lower class, and white-collar crime, which is mostly committed by the middle and upper classes (213-217). Finally, you could make reference to the statistics that are provided regarding the inmate population (218) and the racial/ethnic composition of prisoners on death row (219).

5. *Obesity could be viewed as deviance because it is a condition that violates our cultural norms, regarding appearance. Develop an explanation for how this type of deviance is increasingly subject to medicalization.*

Your textbook has a discussion of how certain types of deviance have been medicalized—redefined so that they are viewed as external symptoms of internal disorders. Subsequently, they become medical matters and subject to the care of physicians (224). For a long time, overweight people were considered weak and unable to control their eating; it was a commonly held view that they were responsible for their condition. The standard treatment was for them to limit the intake of calories by going on a diet. In the last several years, a different view of obesity has begun to emerge. No longer is the individual viewed as responsible for his or her deviant behavior. Their excess weight (the external symptom) is due to some medical problem (internal disorder). Today it is increasingly common for obese people to be treated with medications or medical procedures.

CHAPTER 9

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **b** The division of large numbers of people into layers according to their relative power, property, and prestige is social stratification. (231)
2. **b** Slavery is a form of social stratification in which some people own other people. (231)
3. **d** "All of the above" is correct. Slavery in the United States started as indentured service. When enough indentured servants could not be recruited, individuals were imported from Africa and turned into slaves. An ideology of racism justified these

- actions by asserting that the slaves were inferior, and perhaps not even fully human. Slavery became inheritable because if one's parents were slaves, the child also was considered to be a slave. (231)
4. **c** India is the best example of a caste system. (234)
 5. **b** Caste systems practice endogamy, marriage within the group, and prohibit intermarriage. (234-235)
 6. **d** "All of the above" is correct. The South African system of social stratification known as apartheid was a caste system that contained four different racial categories: Europeans (whites), Africans (blacks), Coloureds (mixed races), and Asians. It was enforced by law and was finally dismantled following decades of international pressure and protest. (235)
 7. **c** Under the estate system that existed in Europe during the Middle Ages, the clergy made up the *second estate*. (235)
 8. **a** Class systems are characterized by social mobility, either upward or downward. (236-237)
 9. **b** It is true that about 60 percent of the world's illiterate are females. Of the other statements, in every society women's earnings are lower than men's, gender is still an important basis for stratifying people, and gender cuts across all systems of stratification. (236)
 10. **b** Marx concluded that social class depends on the means of production. (237)
 11. **a** According to Max Weber, social class is determined by one's property, prestige, and power. (238)
 12. **d** According to the functionalist view, social stratification is not dysfunctional but an inevitable feature of social organization. (239)
 13. **d** Melvin Tumin's criticisms included the measurement problems (a), the reality that family background matters (b), and the dysfunctional aspects of stratification (c). The one statement that does not reflect his criticisms is "d." In fact, what Tumin noted was that functionalists place too great an emphasis on income and ignore the fact that some people are motivated to take jobs for reasons of status or power. (240)
 14. **a** A form of social stratification in which all positions are awarded on the basis of merit is called a meritocratic system. (240)
 15. **d** Gaetano Mosca argued that every society will be stratified by power. (240)
 16. **b** According to contemporary conflict theorists, the basis of social stratification is conflict over limited resources. (241)
 17. **a** According to Gerhard Lenski, the key to reconciling the different explanations for social stratification is whether a group has surpluses. The functionalists are correct when it comes to groups that do not accumulate any surplus, but once there is a surplus, groups compete with one another over who will control the extra; in these situations, conflict theory is more appropriate. (241)
 18. **d** "All of the above" is correct. The key to maintaining national stratification is having a strong police force and military to demand compliance, control of social institutions, and control of information. (241-242)
 19. **c** The British perpetuate their class system from one generation to the next by education. (243)
 20. **c** The system of stratification in the former Soviet Union was based on membership in the Communist Party; within the party there was also stratification, with most members at the bottom, some bureaucrats in the middle, and a small elite at the top. (243)
 21. **b** The former Soviet Union and its satellites in eastern Europe would be placed among the Industrializing Nations of the world. (245-246)
 22. **d** "All of the above" is the correct answer. (245)
 23. **c** The majority of the world's population lives in the Least Industrialized Nations; nearly 68 percent of the world's population lives in these nations, with the remaining 32 percent split evenly between the Most Industrialized and the Industrializing Nations. (248)

CHAPTER-BY-CHAPTER ANSWER KEY

24. **b** The colonialism of the United States usually involved planting corporate flags, thereby giving U.S. corporations ready access to the markets and raw materials of these colonies. (250)
25. **d** According to Wallerstein these groups of interconnected nations exist: core nations that are rich and powerful; nations on the semiperiphery that have become highly dependent on trade with core nations; nations on the periphery that sell cash crops to the core nations; and the external area, including most of Africa and Asia, that has been left out of the development of capitalism and had few, if any, economic connections with the core nations. (252)
26. **c** The culture of poverty theory was used to analyze global stratification by John Kenneth Galbraith. (254)
27. **d** The reason sociologists generally reject the culture of poverty theory in trying to explain global stratification is because it places the blame for poverty on the poor nations themselves, rather than focusing on the international arrangements that benefit some at the expense of others. (254)
28. **b** Neocolonialism refers to the economic policies of the Most Industrialized Nations that are designed to control the markets of the Least Industrialized Nations; they are able to set the prices they will charge for their manufactured goods and control the international markets where they purchase raw materials from the Least Industrialized Nations. (254)
29. **d** “All of the above” is the correct answer. The reasons that the Least Industrialized Nations remain so poor is because their markets are controlled by the Most Industrialized Nations, who set prices and sell them goods on credit. The debt that they incur means that they will remain internal debtors, since their money must go to paying off the loans rather than developing their own infrastructure. (254)
30. **a** Multinational corporations are companies that operate across many national boundaries. According to the text, they do not always exploit the Least Industrialized Nations directly, but they do not benefit these nations as much as they do the Most Industrialized Nations. (255)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *False.* Your text notes that social stratification does not simply refer to individuals but rather to a way of ranking large groups of people into a hierarchy that shows their relative privileges. (231)
2. *False.* Historically, slavery was based on defeat in battle, a criminal act, or a debt, but not some supposedly inherently inferior status such as race. (231)
3. *True.* (232)
4. *True.* (234)
5. *True.* (236)
6. *True.* (236)
7. *True.* (237)
8. *True.* (238)
9. *True.* (238)
10. *False.* Functionalists believe that society offers greater rewards for its more responsible, demanding, and accountable positions because society works better if its most qualified people hold its most important positions. From this standpoint, unique abilities would not be more important than the type of position held by the individual. (239)
11. *True.* (240)
12. *True.* (240)
13. *False.* Gerhard Lenski felt that the functional view of stratification was most appropriate when studying societies that did not accumulate wealth. (241)
14. *True.* (242)

15. *False.* In maintaining stratification, elites find that technology, especially monitoring devices, is useful. (242)
16. *True.* (249-250)
17. *False.* Beginning more than 200 years ago, most industrialized nations pursued policies of colonialism in order to expand their economic markets and gain access to cheap raw materials; as a result of this strategy, many acquired colonies in the Middle East, Africa, Asia, and Central/South America. (249-250)
18. *True.* (252)
19. *False.* Most sociologists find imperialism, world systems and dependency theory preferable to an explanation based on the culture of poverty. (254)
20. *True.* (254)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. social stratification (231)
2. indentured (232)
3. caste (234)
4. husbands (236)
5. gender (236)
6. false consciousness (237)
7. Meritocracy (240)
8. ideology (241)
9. Education (243)
10. Colonialism (249)
11. core (252)
12. maquiladoras (252)
13. culture (254)
14. debt (254)
15. elite (255)

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. d Karl Marx: *false consciousness*
2. e Kingsley Davis and Wilbert Moore: *the functionalist view on stratification*
3. f Gaetano Mosca: *forerunner of the conflict view on stratification*
4. j Immanuel Wallerstein: *world system theory*
5. i Michael Harrington: *neocolonialism*
6. c John Kenneth Galbraith: *stressed the culture of poverty*
7. h Max Weber: *class based on property, prestige and power*
8. b Melvin Tumin: *criticism of the functionalist view on stratification*
9. g Gerhard Lenski: *synthesis of functionalist and conflict views*
10. a Gerda Lerner: *women were the first to be enslaved by war*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Compare and contrast Marx's theory of stratification with Weber's theory. Discuss why Weber's is more widely accepted by sociologists.*

Your first task is to summarize these two perspectives, pointing out the similarities and the differences between the two (236-238). Then you would want to consider the advantages offered by Weber's theory. You could mention that Weber's concept of property (or wealth) was broadened to include *control* over decision-making and ownership; that prestige and power can both be based on factors other than wealth; and that the three dimensions are interrelated but can, and do, operate independently. Your conclusion should be that Weber's theory offers sociologists a more complete framework for understanding and analyzing systems of stratification.

2. *Using the different theories presented in this chapter, answer the question, “Why is stratification universal?”*

There are two competing views on why stratification is universal. You would begin by discussing the Davis and Moore thesis that stratification is functional for society (254). You would want to elaborate on their argument, pointing out that society has certain important positions that need to be filled by the most qualified people; to motivate the most talented to fill these positions, society offers them greater rewards. You could provide some examples — college professors, military generals, doctors.

The alternative explanation is offered by the conflict theorists. Begin by noting that groups compete for control over society’s resources. The “winners” use their position to keep other groups weak, thereby maintaining their own position. For conflict theorists, this arrangement is inevitable, once society begins to produce a surplus. You could also bring in Mosa’s argument about the need for leadership that comes with social organization and how leadership creates inequalities (240-241).

Your concluding paragraph could focus on Lenski and his efforts to reconcile these two views (241). Lenski focused on the level of social development and found that functionalism made sense in societies without any surplus resources, but once a surplus emerges, then conflict theory is better at explaining why stratification emerges and persists.

3. *Consider why ideology is a more effective way of maintaining stratification than brute force.*

You should begin by considering why it is even necessary to “maintain stratification.” On the surface, the idea that some people get more than other people should produce widespread instability — after all, isn’t it natural for those without to want to do whatever they can to take some away from those with? However, this doesn’t often happen because the elites have a number of methods for maintaining stratification, ranging from ideology to force. Without question, the most effective is ideology (241-242). Once a system of beliefs develops and people accept the idea in their minds that a particular system of stratification is right or just, then they will go along with the status quo.

4. *In the 1960s, most former colonies around the globe won their political independence. Since that time the position of these countries has remained largely unchanged within the global system of stratification. Provide some explanation as to why political independence alone was not enough to alter their status.*

In order to answer this question you need to review the different explanations as to the forces that led to the initial system of global stratification. Two of the three theories presented in your book focus on *economic* forces (249-253). The only one that does not is the culture of poverty explanation (254), so the initial system of global stratification was most certainly based on economic relationships. Even after the Least Industrialized Nations won their political independence, they were still intimately linked together with the Most Industrialized Nations in economic terms. Therefore, the explanation as to why so little has changed continues to be economic. To explain this, you would want to refer to neocolonialism, the development of multinational corporations, and the role of technology (254-255).

5. *Within a society, the elite rely on ideology, control of information, and use of force, to maintain stratification. Develop an explanation for how the Most Industrialized Nations maintain their status at the top of the global system of stratification.*

In the contemporary world, the Most Industrialized Nations maintain control of the global system of stratification by controlling the economic markets of the Least Industrialized Nations (neocolonialism), by expanding corporate activities into these areas of the world (multinational corporations), and by developing and applying new technologies (255-56).

Just as national elites use ideology to justify their position at the top, so do the nations of the Most Industrialized sector. While ideology is the most effective way of maintaining control, national elites can, and do, use force when necessary. Globally, the Most Industrialized Nations generally rely on the elites of the Least Industrialized Nations to maintain control through their own military forces, but there have been many instances where the military of the Most Industrialized Nations has intervened in order to protect economic interests.

CHAPTER 10

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **c** According to your text, most sociologists agree with Max Weber that social class is best defined by employing three dimensions of social class. (260)
2. **c** In fact, 68 percent of the wealth in the United States is owned by only 10 percent of the nation's families; the richest 1 percent owns more than the bottom 90 percent combined. (260)
3. **c** According to economist Paul Samuelson, if an income pyramid were made out of a child's blocks, most U.S. residents would be near the bottom of the pyramid. (261)
4. **d** While it is true that the income distribution has not changed dramatically over the past 50 years, it is also true that the changes that have occurred have resulted in an increase in the percentage of income going to the top 20 percent of U.S. households and a decrease in the percentage going to the bottom 20 percent of households. (261)
5. **c** Daniel Hellinger and Dennis Judd use the term *democratic façade* to describe the average citizen's belief that he/she exercises power when voting for Congressional representatives or the U.S. president. (264)
6. **b** Mills used the term *power elite* to refer to those at the top of society who make the important decisions. (264)
7. **c** All of the following are true regarding jobs that have the most prestige: they pay more, require more education, and offer greater autonomy. They do not necessarily require special talent or skills. (264)
8. **c** Gold discovered that the tenants did not like the fact that the janitors, as relatively low status workers, were earning more than themselves, so they reacted by being "snooty" to them. (266)
9. **d** Wright responded to the criticism that Marx's categories were so broad that they did not accurately reflect the realities of people's lives by creating the concept of contradictory class location, which recognizes that some people can be members of more than one class simultaneously. (268)
10. **b** Members of the upper-middle-class are the ones who owe their position to the achievement of a college and/or postgraduate degree. (268)
11. **b** All of the following are characteristics of the working class: most are employed in relatively unskilled blue-collar and white-collar jobs; most hope to get ahead by achieving seniority on the job; and about thirty percent of the population belong to this class. However, most have *not* attended college for one or two years. (270)
12. **d** All of the statements describe the situation of homeless people in our society today. (271)
13. **c** According to your text, the typical mechanic in a Ford dealership would be in the working class. (271)
14. **d** Differential risks of dying because the U.S. has a two-tiered system of medical care, social class differences in lifestyles, and unequal access to medical care all help explain the social class differences in death rates. (272)
15. **b** It is actually the poor who experience higher levels of stress because they live with less job security and lower incomes; the rich have the resources to cope with life's challenges. (273)

CHAPTER-BY-CHAPTER ANSWER KEY

16. **c** According to Melvin Kohn lower-class parents are concerned that their children be conformists; they want them to obey conventional norms and authority figures while middle class parents encourage their children to be creative and independent. (274)
17. **a** Members of the capitalist class tend to bypass public schools entirely, in favor of exclusive private schools. (274)
18. **d** People in the working class are more likely to be more conservative on social issues and more liberal on economic issues. (274)
19. **c** White-collar crimes committed by the more privileged classes are more likely to be dealt with outside the criminal justice system. (275)
20. **c** Members of the lower classes are more likely to be robbed, burglarized, or murdered. (275)
21. **d** The classes that benefit from technology are the capitalist and upper middle classes. For capitalists, technology enables them to integrate production globally and to increase profits. The upper middle class benefits because they take a leading role in managing this new global economy; they also use the technology to advance in their chosen professions. (275)
22. **d** A homeless person whose father was a physician has experienced downward mobility. (275)
23. **d** This situation describes exchange mobility. While each of those individuals experienced upward or downward mobility, overall, the proportion of people within each of the classes remained unchanged. One group simply changed places with the other. (277)
24. **a** As compared with their fathers, most U.S. men have a status higher than that of their fathers. (277)
25. **c** Higgenbotham and Weber studied women professionals from working class backgrounds and found parental encouragement for postponing marriage and getting an education. (277)
26. **c** The official measure of poverty, calculated to include those whose incomes equal less than three times a low-cost food budget, is the poverty line. (278)
27. **c** In the United States, 11 percent of the elderly population live in poverty, compared to 13 percent for the total population. (280)
28. **b** In trying to explain poverty, sociologists are most likely to stress features of the social structure that contribute to poverty rather than any individual characteristics. (283)
29. **a** The reason most poor people do not defer gratification, giving up in the present for the sake of the future, is because they need whatever limited resources they have in order to simply survive. (284)
30. **d** "All of the above" is correct. The Horatio Alger myth is beneficial to society, according to the functionalists, because it shifts the blame for failure away from the social system and onto the shoulders of the individual, thereby reducing pressures on the system. It also motivates people to try harder to succeed because "anything is possible." (285)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *False.* While there is no one definition of social class on which all sociologists agree, most sociologists agree with Max Weber's conceptualization of social class as encompassing wealth, power and prestige. (260)
2. *False.* Wealth and income are not the same; wealth includes both property and income. (260)
3. *True.* (261)
4. *True.* (261)
5. *False.* Occupational prestige rankings are remarkably stable across countries and over time. (264)

6. *True.* (265)
7. *True.* (266)
8. *True.* (268)
9. *True.* (270)
10. *True.* (270)
11. *True.* (271)
12. *True.* (272)
13. *True.* (274)
14. *True.* (275)
15. *True.* (276)
16. *True.* (277)
17. *False.* The poverty rate among the rural poor is higher than the national average. This group is less likely than the nonrural poor to be on welfare and to live in single-parent households, and is more likely than the nonrural poor to have low skills and less education. (280)
18. *False.* While it is true that there are more poor whites than there are poor minorities, the *rate* of poverty is much lower among the white population than minority populations. Only 11 percent of whites live below the poverty line, compared to 27 percent of Latinos and African Americans. (280)
19. *False.* Research indicates that 59 percent of families studied lived in poverty for one year or less. Only 12 percent lived in poverty for five years or more. (282)
20. *True.* (283-284)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. wealth (260)
2. 10 (260)
3. power elite (264)
4. Contradictory (268)
5. 1 (268)
6. education (269)
7. underclass (271)
8. dying (272)
9. divorce (274)
10. upward (275)
11. digital divide (276)
12. poverty line (278)
13. South (280)
14. Feminization (281)
15. Horatio Alger (285)

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. d Gerhard Lenski: *status inconsistency*
2. i C. Wright Mills: *power elite*
3. e Erik Wright: *updated Marx's model*
4. j Gilbert & Kahl: *updated Weber's model*
5. f Daniel Moynihan: *childhood poverty and the breakdown of the family*
6. c Sennett & Cobb: *hidden costs of mobility*
7. b Melvin Kohn: *social class patterns of child rearing*
8. h Higgenbotham & Weber: *women's patterns of social mobility*
9. g Steph Lawler: *upward mobility and British women*
10. a Ray Gold: *tenant reactions to janitors' higher status*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Identify the three dimensions of social class and discuss some of the consequences of social class.*

You could begin your essay by discussing how sociologists define wealth and income, power, and privilege (263-265). You might also talk about how each is unevenly distributed within American society (260-261). Finally, you should talk about the consequences of this uneven distribution in terms of physical and mental health, family life, education, religion, politics, crime and the criminal justice system, and access to new technology (272-275).

2. *Discuss why you think women have been largely ignored in studies of mobility.*

You would want to point out that most studies of mobility have focused on occupational mobility (275-278). Until quite recently, most women did not have continuous occupational careers because of the nature of traditional gender roles. They derived their status from their fathers and their husbands. Therefore, in studies of intergenerational mobility, they were excluded because they did not have work histories that spanned their lifetime. As women's roles have changed, so has researchers' awareness of them as research subjects. Also, because of structural changes in the economy, employment opportunities for women have opened up; this reflects structural mobility.

3. *Describe which groups are at greatest risk of poverty and then suggest ways in which poverty can be reduced by targeting these populations.*

You would want to begin by identifying those groups that are at greater risk — the rural poor, minorities, the undereducated, female heads of household, and children (279-282). You would then discuss specific ideas you have for overcoming some of the conditions that place these groups at greater risk; some possible programs would be improvements in education, including more funding for college and technical training, increases in minimum wage, increased number of jobs that pay a living wage, and more aggressive enforcement of anti-discrimination laws.

4. *Explore why individual explanation of poverty are easier for the average American to accept than structural explanations.*

When most Americans see or hear about poor people, their immediate response is that they are lazy and/or stupid. In trying to explain this response, you could refer back to the earlier discussion about American values, particularly the values of individualism and hard work (282-284). Given these values, it is understandable why people would draw this conclusion. Likewise, because we believe in the existence of a meritocracy, most people assume that they deserve the place they have earned in society. Therefore, if someone is poor, it must be because they don't deserve anything better.

You could also discuss the idea of the Horatio Alger myth (284-285). We grow up believing if we only work hard (a core value), we will be rewarded with success. Obviously, those who don't success haven't tried hard enough. Finally, you would want to point out that it is much easier to connect individual decisions to outcomes than it is to see broader social forces that are at work.

5. *Given what you have learned about stratification in this chapter, what do you think are the chances that welfare reform will ultimately be successful in moving people out of poverty?*

This question asks you to consider the structural explanations for poverty, because as long as the structure is not changed, people will remain poor. With welfare reform, the only thing that has changed is that the poor can no longer count on the federal government to provide them with some minimal assistance (283-284). You would want to begin by summarizing what is the structural explanation for poverty. Features of society deny some access to education and the learning of job skills. The structural explanation also emphasizes

how discrimination based on race, ethnicity, age, and gender, as well as changes in the job market can all contribute to poverty.

Once you have done this, you could then describe who makes up the poor population: racial and ethnic minorities, women, and people with low levels of education (280-281). In particular, you would want to discuss the feminization of poverty. You would conclude by arguing that it is not welfare that has made people poor, but factors like inferior education, discrimination, and especially divorce, nonmarital childbearing, and low wages. Until society begins to address these underlying factors, people will still be poor, they just won't be supported by the government.

CHAPTER 11

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **d** Gender stratification cuts across all aspects of social life and all social classes and it refers to men's and women's unequal access to power, prestige, and property on the basis of their sex. It is *incorrect* to think that it is not a structured feature of society. (290)
2. **b** The term "sex" refers to the biological characteristics that distinguish females and males. (290)
3. **a** The *incorrect* statement is, "There is not a lot of variation in gender roles around the world." In fact, expectations associated with gender vary so greatly that some sociologists suggest we replace the terms *masculinity* and *femininity* with *masculinities* and *femininities*. (290)
4. **c** According to sociologists, if biology were the principal factor in human behavior, around the world we would find women to be one sort of person and men another. (291)
5. **d** "All of the above" is correct. Patriarchy is a society in which men dominate women, it has existed throughout history, and it is universal. (293)
6. **c** The study of Vietnam Veterans has led sociologists to slowly consider biological factors. (294)
7. **c** What Murdock found was that there was nothing about biology that required men and women to be assigned different work; rather it was social attitudes. (295)
8. **c** In regard to the prestige of work, greater prestige is given to male activities. (299)
9. **b** The *incorrect* statement is the one that claims the U.S. leads the world in the number of women who hold public office. In fact, it is Norway, where 40 percent of the legislators are women; U.S. percentage is 10, which is typical for most nations. (298-299)
10. **d** Women still do not have the right to vote in Kuwait and United Arab Emirates (298)
11. **d** A minority group is a group that is discriminated against on the basis of its members' physical or cultural characteristics. (299)
12. **a** The major theory of the origin of patriarchy points to the social consequences of human reproduction. In earlier times, life was short and many children needed to be born in order for the group to survive. Consequently, women were pregnant or nursing young children for much of their adult lives. As a result of these biologically driven activities, women were limited in terms of alternatives and assumed tasks associated with the home and child care and men took up tasks that required more strength or longer absences from home. (299-302)
13. **a** They received the right to vote in 1920. (303)
14. **d** All of the answers are correct. A "second wave" of protest and struggle against gender inequalities began in the 1960s when women began to compare their working conditions with those of men; it had as its goals everything from changing work roles to changing policies on violence against women. (303)
15. **c** It is not yet clear if a "third wave" is emerging or not, but feminists point out that the values that currently underlie work and other social institutions — power, competition, emotional invulnerability, toughness, autonomy, and independence —

CHAPTER-BY-CHAPTER ANSWER KEY

- represent “male” qualities. They need to be supplemented, if not replaced, with “female” values — cooperation, openness about vulnerability, gentleness, connection, and interdependence. (303)
16. **c** Gender inequality in education is perpetuated by the use of sex to sort students into different academic disciplines. (305-306)
 17. **c** Researchers who have studied conversation patterns between men and women conclude that even in everyday conversation, the talk between a man and a woman reflects social inequality. (309)
 18. **c** The pay gap between men and women is found at all educational levels. (309-313)
 19. **b** Research by Fuller and Schoenberger found that women’s starting salaries averaged 11 percent lower than men’s. This was true even when women’s college records indicated that they were more qualified than men. After five years, the gap had grown and women’s earnings averaged 14 percent less than men. (311-312)
 20. **c** The glass ceiling refers to the invisible barrier that keeps women from reaching the executive suite. Men who go into fields that are traditionally associated with women often encounter a glass escalator (they advance quickly) rather than a glass ceiling. (313)
 21. **d** “All of the above” is the correct answer. The glass escalator is a term used by Christine Williams in her research on men employed in traditionally female occupations. It describes a situation in which men move up faster and is driven by the stereotype that because someone is a male, he is more capable. (313)
 22. **b** Of the four statements, the one that says, “Women do not seek out opportunities for advancement and do not spend enough time networking with powerful executives” is the only one that is *not* a reason why more women are not found in core corporate positions; all the rest represent valid reasons as to why women are underrepresented in top corporate offices. (313)
 23. **d** Felice Schwartz suggested that corporations create two parallel career paths. These are the “mommy track” and the “fast track.” (313-314)
 24. **d** Sexual harassment, rooted in the structure of the work place rather than individual relationships, involves a person in authority using the position to force unwanted sex on subordinates. Initially, it was seen as a women’s issue, but today it is no longer exclusively a female problem. The only statement that is *incorrect* is that “male victims of sexual harassment receive more sympathy than female victims.” (314-315)
 25. **d** Date rape is not an isolated event; most go unreported; and it is difficult to prosecute because of the pre-existing relationship. (316)
 26. **c** Women who are convicted of killing another person are more likely than men to be given probation for the murder. (316)
 27. **a** Rather than higher testosterone levels in males, feminists would point to the association of strength and virility with violence, males’ frustration at their loss of power and status, and cultural traditions that are patriarchal as sources for gender violence. (316)
 28. **c** Women are reluctant to get involved in politics because the demands of political life are in conflict with the demands of their roles as wives and mothers. (319)
 29. **d** “All of the above” is correct. (319)
 30. **c** Increased female participation in decision-making processes of social institutions is most likely going to result in breaking down the stereotypes that lock both males and females into traditional gender activities. (319)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *False*. Sex refers to biological characteristics that distinguish females and males. Gender refers to social characteristics that a society considers proper for its males and females. (290)
2. *False*. The study supports the view that biological factors play a role in structuring behavior, but that social factors are also important. Men with higher testosterone levels

- tend to be more aggressive and have more problems, but there are variations by social class. (292)
3. *False.* Researchers have found a universal pattern of according male activities higher prestige than female activities. (293)
 4. *True.* (298)
 5. *True.* (299)
 6. *False.* Female circumcision is still quite common in parts of Africa and southeast Asia. (300)
 7. *True.* (302-303)
 8. *False.* In the second wave of the U.S. women's movement, both the liberal and the conservative factions of the movement had a radical wing. (303)
 9. *True.* (305)
 10. *False.* While women have made gains in terms of the proportion of degrees earned, and exceed men in earning bachelor of arts degrees, they still lag behind in postgraduate and professional degrees. (305)
 11. *True.* (306)
 12. *True.* (309)
 13. *False.* Men are more likely to interrupt a conversation and to control changes in topics than are women. (309)
 14. *False.* Fuller and Schoenberger found that the 11 percent difference between men and women business majors in starting pay had grown to 14 percent after five years in the work place. (312)
 15. *True.* (313)
 16. *False.* The "glass escalator" refers to the opportunities that men have to advance quickly in traditional female occupations. (313)
 17. *True.* (314)
 18. *False.* In the U.S., males kill at a rate several times that of females. (315-316)
 19. *True.* (316)
 20. *False.* There are several other factors that also contribute to women not holding public office: they are underrepresented in law and business, traditional recruiting grounds for public office; the demands of running for and holding public office often conflict with a woman's other role responsibilities; and they do not see themselves as a class in need of special representation. (318-319)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. master (290)
2. group (290)
3. Matriarchy (293)
4. sex typed (295)
5. two-thirds (298)
6. Feminism (302)
7. conservative (304)
8. men (308)
9. masculinity (309)
10. 65 (311)
11. 5 (312)
12. escalator (313)
13. ceiling (313)
14. power (314)
15. Thirty-three (319)

CHAPTER-BY-CHAPTER ANSWER KEY

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. j Janet Chafetz: *studied the second wave of feminism in the 1960s*
2. g Alice Rossi: *women are better prepared biologically for "mothering" than are men*
3. e Felice Schwartz: *associated with the notion of the Mommy track and the fast track*
4. b Christine Williams: *men in nontraditional occupations often experience a glass escalator*
5. h Gerda Lerner: *patriarchy may have had different origins around the globe*
6. a George Murdock: *surveyed 324 societies and found evidence of sex-typed activities*
7. i Samuel Stouffer: *noted the devaluation of things associated with women among soldiers*
8. c Marvin Harris: *male dominance grew out of the greater strength that men had*
9. f Steven Goldberg: *differences between males and females are due to inborn difference*
10. d Douglas Foley: *study supports the view that things feminine are generally devalued*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Summarize the sociobiology argument concerning behavioral differences between men and women. Explain which position most closely reflects your own: biological, sociological, or sociobiological.*

You would want to begin by stating how sociologists and biologists each explain the basis for differences in gendered behavior and then discuss how sociobiology tries to bridge the gap between these two disciplines' views (290-293). In discussing sociobiology you could refer to Alice Rossi's suggestion concerning the biological basis for mothering and the connection between biological predispositions and cultural norms. As further evidence of the relationship between biology and social forces, you could discuss the two studies cited in the text: the case of the young boy whose sex was changed and the study of Vietnam veterans (294-295). Your final task would be to state which view you think is most consistent with what you have learned about gender inequality and explain why.

2. *Compare and contrast the two waves of the feminist movement in this country by identifying the forces that contributed to both waves.*

You could begin by noting that both waves of the feminist movement were committed to ending gender stratification and both met with strong opposition from both males and females. In both cases, there were two different branches that emerged — a liberal and a conservative branch — and within these branches, there were radical wings. The major difference between the two had to do with goals. The first wave was characterized by rather narrow goals. The movement focused on winning the vote for women, while the second wave was broader and wanted to address issues ranging from changing work roles to changing policies on violence against women (302-304).

3. *Evaluate Felice's Schwartz's proposed "mommy track," stating both the strengths and weaknesses of this approach to the problem of gender inequality.*

You would want to begin by defining Schwartz's notion of a "mommy track" (313-314). The major strength of this proposal is that it gives working women flexibility in trying to combine work and family roles by recognizing that they often face conflicting demands. This is important for all women, but especially important for women who are single parents and need to work in order to support their families. At the same time, as the author of your text notes, this proposal has been subject to much criticism. First, it tends to confirm men's stereotypes of women executives as not seriously committed to their careers if they opt to go into this track. Second, it is not gender equitable because it assumes child care is women's work and does not provide for a parallel "daddy track." Finally, if women slow down, they will never reach the top, thus maintaining a system in which men hold all the power.

4. *Discuss why women are so often the victims of violence.*

That women are often victims of violence is not only true in the United States, but globally. As your text points out, this has become a global human rights issue (315). Historically, women have been victims of foot binding (China), witch burning (Europe and the United States), and *suttee* (in India). Women around the globe continue to face the risk of rape, wife beating, female infanticide, and forced prostitution. In some areas of the world, young women are still being subjected to female genital mutilation. (300)

In this country, women face the risk of becoming victims of rape, especially date rape, and of violence in the home (315-318). In trying to understand why this happens, you could use either symbolic interactionism or conflict theory. For symbolic interactionists, part of the explanation lies in the way in which our culture defines male and female roles. Men are expected to be strong and virile, while women are expected to be weak and submissive. Strength and virility are associated with violence, and both boys and girls learn this message as they grow up and are socialized into their respective gender roles.

For conflict theorists, the key lies in the changing nature of men's and women's roles in society. For the past century, women have slowly gained power and status in society. Because these are scarce and finite resources, women's gains translate into men's losses. For some men, the way to reassert their declining power and status is by becoming violent against women.

5. *As most of the legal barriers to women's full participation in society have been eliminated, it is commonly assumed that women have gained equality. Given what you have learned in this chapter, consider whether this is the case.*

Given the evidence that is presented throughout the chapter, it would be difficult to argue that women have gained equality. While they have made gains, as a group, they continue to be subordinate to men. In answering this question, you could talk about continuing gender inequality they face in education, both as students and teachers (302-309). There is still the problem of gender inequality in everyday life, including the devaluation of things feminine and the patterns of conversations .

Most significantly, there is the experience of women employed outside the home. You would want to discuss the continuing gap in pay that exists across all occupations and at all educational levels (309-314). There are the issues of the glass ceiling and the glass escalator, as well as the problem of sexual harassment (314-315).

Finally, you could explore the area of politics. While women have made gains, they are still far from equal in terms of their representation in public office. You could talk about the factors that contribute to this pattern and the hopeful signs that change is happening (336-337).

CHAPTER 12

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **b** Race is inherited physical characteristics that distinguish one group from another. (324)
2. **b** People often confuse race and ethnicity because of the cultural differences people see and the way they define race. (327)
3. **a** A minority group is discriminated against because of physical or cultural differences. (328-329)
4. **a** The dominant group in a society almost always considers its position to be due to its own innate superiority. (328)
5. **d** A group's sense of ethnic identity is affected by the amount of power the group has, the size of the group, and the degree to which the group's physical appearance differs from the mainstream. Those groups with a heightened sense of ethnic identity generally have little power, are small in size, and stand out because of physical differences. (329)

CHAPTER-BY-CHAPTER ANSWER KEY

6. **c** Tracing family lines would be an example of ethnic work. (329)
7. **a** A society in which groups quietly blend into a sort of ethnic stew is the best description of a melting pot. Many experts thought the United States would become a melting pot, but this notion is challenged by the fact that more people have a renewed interest in ethnic background. (329)
8. **c** Prejudice and discrimination appear to characterize every society. (330)
9. **d** "All of the above" is correct. Prejudice is an attitude; it may be positive or negative, and it often is the basis for discrimination. (330)
10. **b** From his research on racist groups, Raphael Ezekiel concluded that the leaders of these groups take advantage of the masses' anxieties concerning economic insecurity and of their tendency to see the "Establishment" as the cause of economic problems. He discovered that they are likely to see that races represent fundamental categories, with race representing the essence of the person. (331)
11. **d** According to research by Lawrence Bobo and James Kluegel, younger and more educated whites were more willing to have close, sustained interactions with other racial and ethnic groups than were older and less educated whites. (332)
12. **a** The negative treatment of one person by another on the basis of that person's characteristics is referred to as individual discrimination. (333)
13. **d** The research demonstrates that discrimination is built into the country's financial institutions; even when the credit histories were identical, African Americans and Latinos were 60 percent more likely to be rejected than whites. (333-334)
14. **b** For John Dollard, a psychologist, the source for prejudice was frustration. People who cannot strike out at the real source of their frustration look for someone on whom to blame their troubles. (334)
15. **c** The functionalists see prejudice as functional because it helps create solidarity within the group by fostering antagonisms directed against other groups; at the same time it can be dysfunctional because it has a negative impact on social relationships. (335-336)
16. **d** "All of the above" is correct. According to conflict theorists, prejudice benefits capitalists by splitting workers along racial or ethnic lines; contributes to the exploitation of workers, thus producing a split-labor market; and is a factor in keeping workers from demanding higher wages and better working conditions. (336)
17. **c** Symbolic interactionists stress that prejudiced people learn their prejudices in interaction with others. (336)
18. **d** "All of the above" is correct. Genocide occurred when Hitler attempted to destroy all Jews, it is the systematic annihilation of a race or ethnic group, and it often requires the cooperation of ordinary citizens. (337)
19. **b** When a minority is expelled from a country or from a particular area of a country, the process is called direct population transfer. (338)
20. **c** A society's policy of exploiting a minority group, using social institutions to deny the minority access to the society's full benefits, is referred to as internal colonialism. (338)
21. **d** Segregation often accompanies internal colonialism. Segregation is the separation of racial or ethnic groups, thereby allowing the dominant group to maintain social distance from the minority and yet continue to exploit them economically. (338)
22. **b** The process of being absorbed into the mainstream culture is assimilation. (338)
23. **b** The situation that existed in the former Soviet Union, where Armenian children were required to attend schools where they were taught only in Russian, is an example of forced assimilation. (338)
24. **a** WASPs (which stands for White Anglo-Saxon Protestants whose ancestors came from England) were highly ethnocentric and viewed other immigrants as inferior. Because they were the ones who settled the colonies, they were able to take power and determine the national agenda, controlling the destiny of the nation. As white Europeans from other countries arrived in America, WASPs viewed them as inferior. Rather than being embraced by WASPs, they were typically greeted with negative stereotypes. (340)

25. **a** According to your text, Latinos are distinguished from other ethnic minorities in the United States by the Spanish language. (343)
26. **c** According to William Wilson, civil rights legislation created new opportunities for middle-class African Americans to move up the social class ladder. (347)
27. **a** It is *incorrect* to say that the idea of reparations for the past injustices of slavery is widely accepted. There are many who are opposed, arguing that it is not a simple issue of white against black, and that most people living in this country today were not involved in any way with slavery and should not have to pay for past practices. (348-349)
28. **c** While Asian Americans have been successful in this country, there are significant differences among Asian ethnic groups. (350-352)
29. **d** Native Americans are often referred to as an "invisible minority"; because they are concentrated in a small number of states (Oklahoma, California, and Arizona) and they tend to live in rural areas, most Americans are hardly conscious of them. (353)
30. **b** Most immigrants who came over to the United States during the first wave of immigration were from Europe. In the current wave of immigration, immigrants are coming from a diversity of nations. (355)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *False*. There is no general agreement as to how many races there are: the range is from two to thousands. (324)
2. *False*. Race is physical characteristics; ethnicity is cultural. (325)
3. *True*. (327)
4. *False*. Sociologically speaking, size is not an important defining characteristic of minority group status. Being singled out for unequal treatment and objects of collective discrimination are. (327)
5. *True*. (328)
6. *True*. (328)
7. *True*. (329)
8. *False*. Although discrimination is unfair treatment, it is not based solely on racial characteristics, but can also be based many other characteristics, including age, sex, height, weight, income, education, marital status, sexual orientation, disease, disability, religion, and politics. (330)
9. *True*. (330)
10. *False*. One recent study at the University of Alabama found that members of fraternities and sororities were more likely than nonmembers to be prejudiced. (332)
11. *False*. In order to understand discrimination in the United States, it is necessary to explain the patterns of institutional discrimination. (333)
12. *True*. (333)
13. *True*. (334-335)
14. *True*. (335)
15. *False*. Conflict theorists, not functionalists, focus on the role of the capitalist class in exploiting racism and ethnic inequalities. (335)
16. *True*. (336-337)
17. *True*. (337-338)
18. *True*. (338)
19. *True*. (355)
20. *False*. (355)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. homogenous (324)
2. idea (326)
3. Minority groups (327)

CHAPTER-BY-CHAPTER ANSWER KEY

4. ethnic work (329)
5. tossed salad (329)
6. result (331)
7. deliberate (333)
8. age (334)
9. Rwanda (337)
10. Latinos (342)
11. quadrupled (347)
12. eleven (350)
13. invisible minority (353)
14. separatism (354)
15. California (355)

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. d Theodor Adorno: *identified the authoritarian personality type*
2. f Ashley Doane: *identified four factors that affect an individual's sense of ethnic identity*
3. g John Dollard: *suggested that prejudice is the result of frustration*
4. j Raphael Ezekiel: *studied racism in neo-Nazis and the KKK organizations*
5. i Louis Wirth: *offered a sociological definition of minority group*
6. h Joe Feagin: *researched everyday racism*
7. a Donald Muir: *measured racial attitudes of white students*
8. b William Wilson: *argues that class is more important than race in explaining inequality*
9. e Charles Willie: *argues that race is still an important criterion for discrimination*
10. c W. I. Thomas: *observed that defining a situation as real, makes it real in its consequences*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Explain what the author means when he says that race is both a myth and a reality.*

You would begin by defining the concept of race. Then you would move on to talking about the myth of race, or how there is no universal agreement as to how many races there are and how a system of racial classification is more a reflection of the society in which one lives than any underlying biological bases. At the same time, race is a reality in terms of people's subjective feelings about race, the superiority of some and the inferiority of others. You should bring Thomas's observations into the essay; that is, if people believe something is real, then it is real in its consequences (324-326).
2. *Using the experiences of different racial and ethnic groups in the U.S., identify and discuss the six patterns of intergroup relations.*

The book identifies six different types of intergroup relations — genocide, population transfer, internal colonialism, segregation, assimilation, and multiculturalism (337-338). You could begin by mentioning how these are arranged along a continuum from rejection and inhumanity to acceptance and humanity. Then, as you define each pattern, bring into your discussion an example, or examples, from the history of the United States. For example, in discussing genocide you could mention the treatment of Native Americans by the U.S. military. For population transfer you could bring up the movement of Native Americans to reservations or the relocation of Japanese Americans to internment camps during World War II. In discussing internal colonialism you could mention the economic exploitation of Latino farmworkers. The example of segregation would be the Jim Crow South. The experiences of European immigrants would reflect assimilation. As the textbook notes, it is difficult to find an example of multiculturalism in the history of our nation; perhaps one example might be religious pluralism.

3. *Explore how both psychological and sociological theories can be used together to gain a deeper understanding of prejudice and discrimination.*

Your essay should discuss how psychological theories provide us with a deeper understanding of individual behavior, while sociological theories provide insights into the societal framework of prejudice and discrimination. You could discuss the work of Theodor Adorno on the authoritarian personality or Dollard's work on individual frustration and the role of scapegoats. However, without an understanding of the social environment, this work is incomplete. Bridging the two perspectives is symbolic interactionism and the analysis of the role of labels, selective perception, and the self-fulfilling prophecy in maintaining prejudice. But you should also include in your essay some reference to the functionalist analysis and the work of Muzafer and Carolyn Sherif, as well as the conflict theorists and how the capitalist class exploits racial and ethnic strife to retain power and control in society. (334-336)

4. *Summarize the arguments on both sides of the reparations debate and then analyze what factors influence your own views on this subject.*

You would begin by explaining what reparations (payment for past injustices) and then stating both sides of the argument (348-349). Those who support this argue that white America's wealth is built on centuries of unpaid labor of black slaves. Further, they suggest that the inequality in social conditions between African Americans and whites is the legacy of slavery.

Opponents counter that slavery was not a simple black/white issue; many Africans were sold into slavery by African slave traders. Secondly, many white Americans are descendants of immigrants who arrived here after slavery ended and should not have to pay the price. Finally, they suggest that members of other ethnic and racial minorities, such as Latinos, Asian Americans, and Native Americans would also end up paying for the past injustice of slavery.

Now try to make sense of your own position on this issue; begin by deciding how you feel and then think about the basis for this view. As the author of your text noted, ideas, including opinions, are rooted in history and social location. What is your own race and ethnicity? Are you a member of a group that has experienced widespread discrimination in the past? Do you think the particular history of your racial or ethnic group has shaped your perception of this issue? When did your family arrive in this country? Is this an issue that you have talked about with family or friends? How do their positions on the issue affect your own views?

5. *What would have to change in our society in order for us to truly be a multicultural society?*

Start by defining multiculturalism — the encouragement of racial and ethnic variation (339). In a pluralistic society, minority groups are able to maintain their separate identities, and still participate in their society's institutions. In a sense, minority groups no longer exist, since they would no longer be singled out for unequal treatment, nor would they regard themselves as objects of collective discrimination.

Before we can claim to be a multicultural society, we would have to attack the racism that continues. While we have eliminated many of the most blatant forms of racism, there is still much to be done. As the chapter points out, minorities still face prejudice and discrimination in terms of banking practices, real estate transactions, health care, employment, and education. Much of today's discrimination is institutionalized, which makes it much harder to see and to fight (348-351).

CHAPTER 13

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **b** The Abkhasians are an interesting example regarding age because they live such long lives. (362)
2. **d** It is the process of industrialization that contributes to an increase in the number of people who reach older ages. (362-363)
3. **b** The process by which older persons make up an increasing proportion of the United States population is referred to as the graying of America. (364)
4. **c** The number of years an individual is likely to live is referred to as his/her life expectancy. (382)
5. **c** Gender age refers to the relative value that a culture places on men's and women's ages. (364)
6. **d** "All of the above" is correct. Factors that may spur people to apply the label of old to themselves include personal history or biography, cultural signals about when a person is old, and biological factors. (367)
7. **c** A gerentocracy is a society run by the elderly. The Tiwi provide an example of this type of society. (368)
8. **b** This practice would be known as ageism. (369)
9. **d** All of the above are true. (370)
10. **b** It has been suggested that the Baby Boom generation will have a positive effect on U.S. social images of the elderly in the years to come, given the numbers and economic clout. (370)
11. **d** "All of the above" is correct. The mass media communicate messages that reflect the currently devalued status of the elderly. It also tells us what people over age 65 should be like and often treats the elderly in discourteous and unflattering terms. (370)
12. **b** Some researchers believe that the process of disengagement begins during middle age. (371)
13. **a** The belief that satisfaction during old age is related to a person's level and quality of activity is called activity theory. (372)
14. **d** Continuity theory, the idea that we use strategies we have developed over a lifetime to cope with changes in old age, has been criticized because it is too broad; it is a collection of loosely connected ideas; and it has no specific application to the elderly. (373-374)
15. **b** Conflict theorists believe that retirement benefits are the result of a struggle between competing interest groups. (373)
16. **a** The requirement that workers retire at age 65 was protested for many years by the elderly, who felt the decision should be voluntary and not mandatory. Finally, in 1986, Congress eliminated mandatory retirement at age 65. (373)
17. **b** As the population of the United States grays, there is concern that the ratio of working people to retired people will become smaller, making it more difficult to support programs such as Social Security. This ratio is referred to as the dependency ratio. (374)
18. **d** The first three are all problems currently associated with Social Security. The last is not. As your text points out, elderly poverty is actually lower than the overall rate of poverty in this country. (375-376)
19. **b** The goal of the Gray Panthers, founded in the 1960s by Maggie Kuhn, is to encourage people of all ages to work for the welfare of both the old and the young. (376-377)
20. **a** Isolation is a problem for many people over age 65, especially for women. This is because of differences in patterns of mortality between men and women. Because elderly women are more likely to live longer than their husbands, most elderly men are still living with their wives, and most elderly women are not. (378)

21. **d** "All of the above" is correct. Nursing homes are very expensive, have residents who tend to be widowed or never married, and tend to strip away human dignity. (378-379)
22. **b** The researchers suggest that affection between parent and child had been strained by the parent's mental or physical condition. With professional care, the condition of the parent improved and many adult children were once again free to provide emotional support. (379-380)
23. **b** Researchers have found that elder abuse is fairly extensive. (381)
24. **c** Most abusers are not paid health care staff, but family members who verbally and emotionally abuse, or financially exploit, their aged relatives. The *most* likely abuser is the spouse. (381)
25. **a** Because of different government programs, the percentage of Americans age 65 and over who live below the poverty line has declined since the 1950s. (382)
26. **c** With industrialization, death was transformed into an event that is managed by professionals in hospitals. The result is that most of us have never seen anyone die. It is an event that is strange and alien to us. (383)
27. **b** Karen Cerulo and Janet Ruane use the term *technological lifespace* to describe a form of existence that is neither life nor death — the brain is dead but the body lives on. (383)
28. **a** In preindustrial societies, the sick were taken care of at home. (383)
29. **b** According to Elisabeth Kübler-Ross, frustration is not one of the 5 main stages. (383)
30. **c** A hopice is the term used to describe a place or services in one's home that provide a dying person with comfort and dignity. The hospice movement developed in response to the impersonality of dying in hospitals. (384-385)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *True.* (362)
2. *False.* Industrialization is critical for the increase in the number of elderly within a society. Industrialization produces a higher standard of living, a more plentiful food supply, better public health measures, and success in fighting diseases that kill people at younger ages. (362)
3. *True.* (363)
4. *False.* Life expectancy refers to the number of years an individual can expect to live, while life span refers to the maximum length of life. (364-365)
5. *True.* (367-368)
6. *True.* (367)
7. *False.* A gerontocracy is a society (or some other group) run by the old. (368)
8. *False.* In earlier times, because most people never reached old age, growing old was seen as an accomplishment. They were viewed as storehouses of knowledge about work skills and about how to live a long life. This view contrasts sharply with the more negative view our society has of old age today. (369)
9. *True.* (370)
10. *True.* (371-372)
11. *True.* (372)
12. *True.* (372)
13. *True.* (373)
14. *True.* (374)
15. *True.* (378)
16. *False.* Most researchers have found that the elderly are less isolated than stereotypes would lead us to believe. (378)
17. *False.* While there are problems associated with some nursing homes, they do provide vital functions. For instance, they provide care for elderly patients who have no families. They also provide care for those who are so sick that their families can no longer provide the needed care. (378-379)

CHAPTER-BY-CHAPTER ANSWER KEY

18. *True.* (381)
19. *False.* America's elderly are *less* likely than the average American to be living in poverty. (381)
20. *True.* (381)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. Abkhasians (362)
2. Industrialized (363)
3. 13 (364)
4. Gender age (367)
5. Ageism (369)
6. age cohorts (370)
7. More (372)
8. broad (372)
9. 65 (373)
10. 70 (375)
11. Gray Panthers (376)
12. family members (378)
13. less (382)
14. 65 (384)
15. Centenarians (386)

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. h Robert Butler: *coined "ageism" to refer to prejudice or discrimination based on age*
2. g Dorothy Jerrome: *criticized disengagement theory for its implicit bias against the old*
3. f E. Kübler-Ross: *suggested that facing death sets in motion a five-stage process*
4. i Cerulo & Ruane: *use the term "technological lifespan" for life sustained by technology*
5. j Cumming & Henry: *developed disengagement theory*
6. b Robertson & Minkler: *found no evidence that the elderly gained at children's expense*
7. e Pillemer & Suiter: *elder abuse and Alzheimer patients*
8. c Sharon Curtin: *studied patient experiences in nursing homes*
9. a Maggie Kuhn: *founder of the Gray Panthers*
10. d Charles Hart: *carried out anthropological studies of the Tiwi*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Explain why sociologists say that aging is socially constructed.*

You should begin your essay by explaining that “social construction of aging” means that there is nothing in the biological nature of aging that contributes to a particular set of attitudes either in the person who is aging or in others who surround him/her (362-363). Rather, attitudes toward aging develop out of society and are shaped by the particular context of the society. Consequently, attitudes will vary from one social group to another. You could also talk about how the Industrial Revolution and the emergence of industrial societies affected the size of the aged population, social attitudes about aging, and the role of the aged in society.

In the context of this question it would be important to mention the symbolic interactionists’ views on aging. In particular, you would want to discuss the fact that social factors influence individuals’ perceptions about the aging process. These factors include biology, personal history, gender age, and timetables (366-368).

2. *Choose one of the three different perspectives and discuss how that perspective approaches the subject of aging. Consider both the strengths and weaknesses of the perspective you choose.*

In this question, you have the option of writing about symbolic interactionism, functionalism, or conflict theory. If you choose symbolic interactionism, you would want to talk about the process of labeling — both the cultural labels and factors that affect the individual's adoption of those labels. You would also want to bring up the concept of "ageism," the role of the media in defining images, and how the labels change over time. In particular, you could discuss how these labels changed with industrialization and how they are once again changing with the advent of a postindustrial society. The strength of this perspective is that it provides us with insights into the social nature of a biological process; a weakness would be that it does not consider the conflict that may surround the labeling process.

If you choose to write about functionalism, remember that this perspective focuses on how the different parts of society work together. Two important theories associated with this perspective are disengagement theory and activity theory. Strengths might be the focus on adjustment and the smooth transitioning from one generation to the next. Weaknesses are tied to the theories; disengagement theory overlooks the possibility that the elderly disengage from one set of roles (work-related) but may engage in another set of roles (friendship), while activity theory does not identify the key variables that underlie people's activities.

Finally, if you choose conflict theory, you would want to focus on the conflict that is generated between different age groups in society as they compete for scarce resources. As an example, you would want to discuss the controversy over social security, from its birth to the present time. A strength of this perspective is that it provides us with an understanding of why the elderly have reduced the level of poverty over time; a weakness might be that it tends to emphasize conflict to the extent that cooperation between generations is overlooked. (366-375)

3. *Discuss the impact that industrialization and technology have had on aging as well as dying.*

You could begin the essay by talking about how technology and industrialization has brought improvements and new developments (362). You might want to refer to some of the discussion in this chapter on the cross-cultural variations in aging, such as with the Abkhasians (p. 362), the Tiwi and Eskimo (367-368), or the Chinese (370). These were all preindustrial societies with various views on the elderly. To talk about the impact of industrialization, you should refer to the improvements in the quality of life and the changes in cultural views on aging (383). Finally, you would want to talk about how technology enables us to sustain life for longer periods, but that the quality of that life is often compromised (383).

4. *People who come here from other parts of the world are often very critical of families that place their elderly family members in nursing homes. Assume that a friend of yours who comes from another part of the world asks you about your family's decision to move your grandparent into a nursing home. Develop an explanation that draws on the material presented in this chapter.*

First, you should point out to your friend that most elderly are cared for by their families. It is only a small percentage of elderly who are in nursing homes at any one time. Also, those who are in nursing homes are generally there because they are very old and very likely do not have any family to care for them. Often, even when there is family to provide care, the elderly person is very ill; two-thirds of nursing home residents have memory loss or are disoriented (378-380).

You could also point out some of the broader changes that make it more difficult for families to provide care. Adult daughters or daughters-in-law are typically the ones who care for elderly parents. In the last few decades, more women are employed outside the home, which creates challenges for them if the elderly parent needs constant care. Also, families are more likely to be disrupted by divorce than in the past, which means there may not be a

CHAPTER-BY-CHAPTER ANSWER KEY

daughter-in-law who is available and the daughter may be a single mom who has to work to support her children.

Your friend should also know that being cared for in a nursing home does not necessarily mean that elderly family members are alienated from their children. One study found that the majority of residents of nursing homes reported good or improved relationships with adult children following their move to a nursing home. The researchers suggested that this was because having to provide care to an ailing parent can be extremely stressful. Once the parent is being cared for by professionals, the children are free to once again focus on the emotional needs of their parents (378-380).

5. *If scientists are able to increase the life span, it would have a major impact on our society. Given what you have learned about aging in this chapter, discuss some questions that will have to be answered.*

In considering an answer for this question you need to think about the three perspectives again. Symbolic interactionists talk about attitudes toward aging and perceptions of the aged. If the life span is eventually expanded, then our attitudes and perceptions would have to change. Just as we once thought of 60 as very old, and 30 as middle age, we may find that 100 is the new middle age, and 150 or 160 is old. Some functionalists focus on disengagement theory. In order to make room for the young, the old have to be eased out of jobs and other roles. If people are living longer, the questions will be whether our economy be able to create enough new jobs in order to have room for everyone who wants to work. This leads to the third perspective, conflict theory. As people live longer, will competition for other valued resources increase. Will the pressures on the natural environment become even greater? Will global inequalities worsen, as these new medical breakthroughs extend the lives of people living in the Most Industrialized Nations at the expense of people elsewhere?

CHAPTER 14

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **b** An economy is a system of distributing goods and services. (390)
2. **c** Hunting and gathering societies are characterized by a subsistence economy. (390)
3. **b** In pastoral and horticultural economies a more dependable food supply led to the development of a surplus. This surplus was one of the most significant events in human history because it fundamentally altered people's basic relationships. (391)
4. **d** Industrial economies are based on machines powered by fuels. Industrial economies also created a surplus unlike anything the world had seen, and these economies were based on the invention of the steam engine. Therefore, the *incorrect* statement is "A service sector developed and employed the majority of workers"; this is actually a characteristic of a *postindustrial society*. (391)
5. **d** Thorstein Veblen used the term conspicuous consumption to describe the lavishly wasteful spending of goods in order to enhance social prestige. (391)
6. **c** Postindustrial economies are characterized by a large surplus of goods; extensive trade among nations; and a "global village." While machines may still be powered by fuel, this is not a defining characteristic of this type of economy. (391)
7. **c** The two forces that have combined to create this new society are biology and economics. Henslin identifies this new type as a *bioeconomic society*. (391-392)
8. **b** In cash-strapped Russia, workers in some businesses are being paid in kind. This represents a form of barter, or the direct exchange of one item for another. In exchange for their labor, they receive tires, televisions, or even brassieres. (393)
9. **a** Money was first used extensively in agricultural societies. (393)
10. **c** The policy of only issuing as much paper money as there was gold reserves was known as the gold standard. (393)

11. **a** The *gross domestic product* is the term used to describe the total goods and services produced by a nation. (393)
12. **c** The debit card came into existence in the postindustrial economy. (394)
13. **d** Private ownership of the means of production is an essential feature of capitalism. (394)
14. **c** The possession of machines and factories by individuals, who decide what shall be produced, is referred to as private ownership of the means of production. (394)
15. **b** An economic system characterized by the public ownership of the means of production, central planning, and the distribution of goods without a profit motive is socialism. (396)
16. **b** According to Karl Marx, profits represent excess value that is extracted from workers. Because an item's value is derived from the work that goes into it, there can be no profit unless workers are paid less than the value of their labor. (397)
17. **b** Some critics believe that underemployment is a problem caused by capitalism. (397)
18. **b** Convergence theory states that capitalism and socialism will become more alike as they both develop industrially. (398)
19. **a** Work binds us together, according to the functionalist perspective. (400)
20. **b** As societies industrialize, they become based on organic solidarity. (400)
21. **c** The joint ownership of a business enterprise, whose liabilities and obligations are separate from those of its owners, is a corporation. (401)
22. **c** When stockholders are satisfied with the profits and their stock dividends, they generally just rubber-stamp whatever recommendations are made by management; a stockholders' revolt occurs when dissatisfaction with the overall level of performance leads to their refusal to approve management's recommendations. (402)
23. **b** The statement that is *incorrect* is that "Relationships among members of the inner circle are always cooperative rather than competitive," since members often find themselves in competition with one another for business. (403-404).
24. **a** Oligopoly is the control of an entire industry by several large companies. (404)
25. **c** The elite who sit on the boards of directors of not just one but several companies are referred to as interlocking directorates. (404)
26. **c** The fundamental changes in society that follow the movement of vast numbers of women from the home to the work force is referred to as the quiet revolution. (408)
27. **d** "All of the above" is correct. The underground economy is an exchange of goods and services that is not reported to the government; it helps many Americans avoid what they consider exorbitant taxes; and it includes illegal activities such as drug dealing. (409)
28. **c** The *correct* statement regarding wages today is "The buying power of today's wages is actually less than it was 30 years ago." Inflation has whittled away the value of the increased dollars workers are paid. (410-411)
29. **b** When compared to workers in western Europe, U.S. workers have less leisure time. The trend toward more leisure was reversed in the 1960s. Only Japanese workers work more hours annually than workers in the U.S. (411-412)
30. **c** According to conflict theory, low-level workers bear the brunt of technological change. (413)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *False*. Pastoral and horticultural societies, not hunting and gathering societies, were the first economies to have a surplus. (390)
2. *True*. (390)
3. *True*. (391)
4. *False*. Postindustrial economies, not industrial economies, are based on information processing and providing services. (391)
5. *True*. (393)
6. *True*. (393)

CHAPTER-BY-CHAPTER ANSWER KEY

7. *False.* Credit cards and debit cards are not the same thing. A credit card allows its owner to purchase goods but to be billed later. A debit card allows its owner to purchase against his or her bank account. (394)
8. *True.* (395)
9. *True.* (395)
10. *True.* (396)
11. *False.* According to convergence theory, socialist nations will gradually adopt features of capitalism and capitalist nations will adopt features of socialism to the point where a new, hybrid form will emerge. (398-399)
12. *False.* Durkheim's concept of organic solidarity is no longer an adequate concept for understanding the interdependency that exists among the nations of the world today; the author suggests a new global division of work is now emerging. (400)
13. *True.* (402)
14. *True.* (403)
15. *False.* Oligopolies are formed when a small number of large companies operate within a single industry, dictating prices, setting the quality of their products, and protecting their markets. (404)
16. *True.* (406-407)
17. *False.* Researchers have found that female workers are more likely than male workers to be concerned with maintaining a balance between their work and family lives. (407)
18. *True.* (408)
19. *False.* In recent decades, workers in the United States have actually experienced an increase in work hours and a decrease in leisure, which is contrary to the pattern found in other western, industrialized nations. (411-412)
20. *True.* (412)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. plow (390)
2. gold standard (393)
3. e-cash (394)
4. welfare (395)
5. monopoly (396)
6. socialism (397)
7. convergence theory (398)
8. corporation (401)
9. inner circle (403)
10. Conflict (404)
11. two (407)
12. underground (409)
13. U-curve (411)
14. Telecommuting (412)
15. Computer driven (413)

ANSWERS TO MATCH THESE CONCEPTS WITH THEIR DEFINITIONS

1. e barter: *direct exchange of one item for another*
2. j currency: *paper money*
3. a debit card: *purchases charged against bank account*
4. i e-cash: *digital money stored on computers*
5. b fiat money: *currency issued by a government and not backed by stored value*
6. h market forces: *laws of supply and demand*
7. c oligopoly: *the control of an industry by several large companies*
8. f stored value: *backing of currency with goods that are held in reserve*
9. d monopoly: *the control of an industry by a single company*

10. g divest: *to sell off*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Discuss the advantages and disadvantages of both capitalism and socialism as ideologies and as economic systems.*

This is a difficult question to answer because it is laden with social values. In this country we have been taught that capitalism is good and socialism is bad. Nevertheless, you should try to approach this from as objective a position as possible. You would want to begin by discussing the advantages and disadvantages of capitalism. For advantages, you could mention the idea of private ownership and the pursuit of profits, the motivation among workers to work hard, and the vast array of goods that are available in the marketplace. Among the disadvantages you could note the possibility for monopoly, the creation of constant discontent through advertising, and the violation of certain basic human rights like freedom from poverty. Turning to socialism, you could note that advantages include production for the general welfare rather than individual enrichment and the distribution of goods and services according to need rather than ability to pay. Critics point out that socialism violates basic human rights such as individual freedom of decision and opportunity. (394-398)

2. *Explain why functionalists believe that work is functional for society.*

The first point to make is that work is functional for society because without work, society would collapse. This has always been the case, regardless of the type of society. In the earliest hunting and gathering societies, the work people did was mostly hunting and gathering. If they did not do this, they would starve. As societies became larger and more complex, the nature of work changed, but it was still essential for the continuation of society for people to engage in it.

Beyond that, functionalists as far back as Emile Durkheim have stressed that it is work that binds us together in a social group. It was Durkheim who identified two bases for social solidarity. In preindustrial societies, people do similar work and directly share most aspects of life; he called the sense of unity that develops out of doing similar activities mechanical solidarity. As societies undergo change with industrialization, the kind of work people do also changes. A more specialized division of labor emerges, with the result that people may not feel the connection with one another that comes from doing similar work. However, people begin to realize that they are contributing to the welfare of others as they do their specialized tasks and others are contributing to their welfare. Durkheim called this interdependence that comes out of the more specialized division of labor, organic solidarity. (400-402)

3. *Take the perspective of a conflict theorist and explain the goals of corporate leaders and the strategies they use to achieve these goals.*

The primary goal of corporate leaders is to make a profit for their corporation. There are a number of strategies they can use, or have used, in trying to achieve this goal. The first is the exploitation of workers. The corporation is interested in minimizing labor costs by hiring workers for the cheapest wage possible. In this country's past, that meant low wages and long working days. With the passage of minimum wage laws and regulated working hours, as well as the rise of unions, corporations sought business locations without these forces. In today's world, that means locating production facilities in the Least Industrialized Nations.

The conflict theorists also note that increasingly, these multinational corporations are headed by an inner circle, whose members are united by a mutual interest in preserving capitalism. They consult with high-level politicians in order to promote legislation that is favorable to big business. On a global level, they promote the ideology of capitalism and move capital from one nation to another in their search for greater and more immediate profits. You could also refer back to the discussion on neocolonialism in the chapter on global stratification for more information on the inner circle and local political elites.

Another strategy used by corporations is the attainment of monopoly control over an industry. In this way, they are able to set prices and make greater profits. As you now know from your reading, our government passed antimonopoly legislation in the wake of John D. Rockefeller's enormous success so it is very difficult for corporations to operate as a monopoly. Given this, they try for an oligopoly, where several large companies dominate a single industry. They can then divide up the market among themselves and dictate the quality and prices of their products. They can also use their combined power to cultivate political influence.

Finally, today corporate leaders are searching for merger partners globally. This not only reduces global competition but also enables them to dominate global markets. In the process, smaller competitors are driven out of business. (403-406)

4. *The author suggests that the globalization of capitalism may be the most significant economic change of the last 100 years. Discuss what the consequences of the change are for our society and nations around the globe.*

In answering this question, you will want to combine both functionalist and conflict views on globalization. You could begin by talking about the role of corporations in the new global marketplace and how corporations today are multinationals that are committed first and foremost to profits and market shares, not to any nation. Another major development is the emerging global division of labor and the increased global trade, which are together redefining how work is organized. Functionalists argue that these changes will lead to greater competition, increased productivity, lower prices and a higher standard of living for us all. On the other hand, conflict theorists look at the same trends and argue that some will benefit while others suffer. They see increased corporate power as well as less protection for workers from unemployment. You could conclude by discussing the future: are we headed for utopia or a nightmare? (412-413)

5. *The chapter discusses several different economic trends that have been occurring in the second half of this century. Discuss the impact of each of the following: the movement of women into the economy, the underground economy, shrinking paychecks, changing patterns of work and leisure, and the emergence of the alternative office.*

The first development you will want to talk about is women's increased participation in the paid work force. This has transformed consumption patterns, relations at work, self-concepts, and relationships with significant others. The underground economy is another major force in our society today, generating about \$1 trillion. What is significant is that its presence distorts official statistics on the nation's gross national product, income, and employment. It also means that the IRS loses more than \$100 billion a year in taxes. The shrinking of workers' paychecks is connected to inflation—workers are finding that their buying power is less than it was 30 years ago. Finally, compared to a century ago, workers enjoy increased leisure, primarily because workers have organized and demanded greater leisure. At the same time, over the past 30 to 40 years, the trend toward greater leisure has been reversed, and workers today are working more than before. (406-415)

CHAPTER 15

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **d** "All of the above" is correct. Power, as defined by Max Weber, is the ability to carry out one's will in spite of resistance from others; it is an inevitable part of everyday life. (420)
2. **b** Governments, whether dictatorships or the elected forms, are examples of macropolitics. (420)
3. **b** Coercion is the power people do not accept as just. (421)

4. **c** Peter Berger considered violence to be the ultimate foundation of any political order. (421)
5. **b** Revolutions are people's rejection of the government's claim to rule over them. (421)
6. **d** "All of the above" is correct. Traditional authority, the hallmark of preliterate groups, is based on custom. With industrialization it declines, but does not totally disappear. (421-422)
7. **b** Rational-legal authority comes from the position that someone holds. Because bureaucracies are based on written rules, rational-legal authority is sometimes called bureaucratic authority. (422)
8. **c** Joan of Arc's authority to lead soldiers into battle is an example of charismatic authority. They followed her because they perceived that she was endowed by nature with exceptional qualities. (423)
9. **d** "All of the above" is correct. John F. Kennedy was a rational-legal leader; was also a charismatic leader; and is an example of a leader who is difficult to classify in terms of ideal types. (424)
10. **c** The least stable type of authority is the charismatic. (424)
11. **d** "All of the above" would be the correct answer. Representative democracy is a form of democracy in which citizens elect public officials to represent them in government. It is considered by many to be the greatest gift the United States has given the world. At the time it was first conceived, it was considered revolutionary. (424)
12. **b** Universal citizenship is the principle that everyone has the same basic rights by virtue of being born in a country, or of immigrating to that country and becoming a naturalized citizen. (426)
13. **b** An individual who seizes power and imposes his will onto the people is a dictator. (427)
14. **c** A form of government that exerts almost total control is a totalitarian regime. (427)
15. **a** The United States has centrist parties. (429)
16. **b** The *incorrect* statement is the one that says, "members of Congress maintain strict party allegiances and will never cross party lines to vote for legislation proposed by a member of the other party." (429)
17. **b** European systems of democracy, in which seats in the national legislatures are divided according to the proportion of votes each party receives (proportional representation), encourage the formation of minority parties. (429)
18. **b** Studies of voting patterns in the United States show that voting varies by age, race/ethnicity, education, employment, income, and gender. (430-431)
19. **d** According to research by Portes and Rumbaut, immigrants initially organize politically along lines of race and ethnicity. Once they have achieved a certain level of political power, attaining political representation roughly equivalent to their numbers in the population, then social class becomes more significant than race and ethnicity. (431)
20. **b** In recent presidential elections, only about one-half of eligible voters actually cast a ballot. (432)
21. **d** "All of the above" is correct. Lobbyists are people paid to influence legislation on behalf of their clients; are employed by special-interest groups; and are a major force in American politics. (432-433)
22. **b** Functionalists believe that any one group is prevented from gaining control of the government because of the presence of checks and balances. (434-435)
23. **a** Functionalists suggest that political conflict is minimized as special-interest groups negotiate with one another and reach compromise. (435)
24. **d** Members of the power elite are drawn from all three arenas: the largest corporations, the armed services, and political office. (435)
25. **c** According to conflict theorists, the ruling class is made up of people whose backgrounds and orientations to life are so similar that they automatically share the same goals. (435)

CHAPTER-BY-CHAPTER ANSWER KEY

26. **a** War is armed conflict between nations or politically distinct groups. It is not necessarily universal nor is it chosen for dealing with disagreements by all societies at one time or another. (436)
27. **a** A cultural tradition of war, an antagonistic situation in which two or more states confront incompatible objectives, and the presence of a "fuel" that heats the antagonistic situation to a boiling point are the three essential conditions of war identified by Nicholas Timasheff. The existence of a strong, well-armed military force was not one of the factors he identified as essential. (437)
28. **d** The United States is the leading seller of arms in the world, followed by Great Britain and France. (438).
29. **b** The act or process of reducing people to objects that do not deserve the treatment accorded humans is dehumanization. (439)
30. **d** "All of the above" is correct. Today, national boundaries are becoming less meaningful because of the embrace of capitalism by more and more nations, the worldwide flow of information, capital and goods, and the formation of large economic and political units like the European Union. (442)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *True.* (420)
2. *False.* Authority, not coercion, refers to legitimate power. (421)
3. *True.* (421)
4. *True.* As societies industrialize, traditional authority is undermined; however, it never totally dies out. Parental authority provides an excellent example. (422)
5. *True.* (422)
6. *False.* It is because the authority of charismatic leaders is based on their personal ability to attract followers that they pose a threat to the established political system. They work outside the political structure and owe allegiance to nothing. (423)
7. *True.* (424)
8. *True.* (424)
9. *False.* In early societies that were small in size there was no need for some form of political system because these societies operated more like an extended family with decisions being made as they became necessary. (425)
10. *True.* (425)
11. *True.* (425)
12. *False.* The idea of universal citizenship caught on very slowly in the United States. Initially, it was believed that certain groups such as women, African Americans, Native Americans, Asian Americans and the poor should not be given the rights of citizenship. (427)
13. *False.* The European system is based on proportional representation that encourages minority parties and the formation of noncentrist parties. (429)
14. *False.* Employment and income do affect the probability that people will vote. Those who are employed and feel their income is appropriate have a higher stake in the system and are more likely to participate, while those who are unemployed or who feel their income is inadequate are likely to feel alienated and be apathetic. (432)
15. *False.* Most political action committees do not represent broad social interests but, rather, stand for narrow financial concerns, such as the dairy, oil, banking, and construction industries. (433-434)
16. *True.* (434-435)
17. *False.* According to C. Wright Mills, the three groups that make up the power elite do not share power equally; the leaders of the top corporations have a greater share of the power than either of the other two groups. (435)
18. *False.* War is not universal; it is simply one option that groups may choose for dealing with disagreements. (436)

19. *False.* Despite the fact that war continues to carry massive costs in terms of lives lost and property destroyed, it remains a common technique for pursuing political objectives. (437)
20. *True.* (438)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. Power (420)
2. country (421)
3. Traditional (421)
4. charismatic (423)
5. direct (425)
6. citizenship (426)
7. Totalitarianism (427)
8. proportional representation (429)
9. apathy (432)
10. special interest group (432)
11. money (434)
12. Anarchy (434)
13. power elite (435)
14. ruling class (436)
15. dehumanization (439)

ANSWERS TO MATCH THESE CONCEPTS WITH THEIR DEFINITIONS

1. i anarchy: *lawlessness caused by the abuse or collapse of governmental authority*
2. e charismatic authority: *authority based on an individual's outstanding traits*
3. h democracy: *system of government in which authority derives from the people*
4. j dictatorship: *government in which power is seized by an individual*
5. b monarchy: *a form of government headed by a king or queen*
6. c oligarchy: *a form of government where power is held by a small group of individuals*
7. d power elite: *leaders of government, businesses, and military who rule the country*
8. f pluralism: *diffusion of power among many interest groups*
9. a rational-legal authority: *authority based on law or written rules*
10. g traditional authority: *authority based on customs*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Distinguish between macropolitics and micropolitics, explaining what each is and which perspectives are associated with each, and provide your own examples to illustrate each.*

You would begin by defining what each of these is — micropolitics is the exercise of power in everyday life, while macropolitics is the exercise of large-scale power over a large group (421). In general, symbolic interactionists focus more on micropolitics, because it is rooted in the social interactions that take place within social groups, although some conflict theorists could also take a micropolitical approach by focusing on the conflict that is generated by power inequalities. On the other hand, functionalists and conflict theorists are concerned with macropolitics, because they are concerned with the large-scale structures and patterns of a society. Finally, you would include some of your own examples of micropolitics (struggles between husbands and wives, parents and children) and macropolitics (struggles between political parties, between Congress and the President, between unions and elected officials).

2. *Compare and contrast the systems of democracy found in the United States and Europe and discuss how some of the problems associated with our system, such as voter apathy, the power of political action committees, and the concentration of power, are related to our system.*

For this essay you would want to point out that both systems are democratic, which means that the ultimate power resides in the people (425). Both are representative, rather than direct democracies, which means that citizens vote for representatives who actually make the decisions rather than the citizens themselves voting on each decision (425). Despite these similarities, the two systems have differences. You would want to mention the proportional representation of the European system versus the winner-takes-all outcomes of the American system, the encouragement of minority parties in the European system versus their discouragement in the American system, and the centrist parties of Europe versus the noncentrist parties of the United States (429).

Finally, you would want to consider how voter apathy, the power of political action committees, and the concentration of power are related to the specific features of the United States system (432-33). First, you might want to talk about how the winner-takes-all arrangement encourages the development of centrist parties which are forced to appeal to the middle of the voting population in order to receive the majority of the votes; because of this, many people come to feel that the political parties are too superficial and do not really represent their ideas or interests, so they decide to sit out the elections. The second problem, power of PACs, is also related to the particular feature of winner-takes-all systems. With so much riding on elections, candidates are pressured into spending excessive amounts of money in order to get their name and their message out to the voters. The cash requirements provide a perfect opportunity for PACs to donate and thereby influence not only the outcomes of elections but the voting behavior of the elected candidate. The final problem about the concentration of power is an outgrowth of the first two. You could go back to the discussion of the iron law of oligarchy and make the argument that the combination of voter apathy and the financial requirements of running for office produce a small elite that becomes committed to maintaining its power.

3. *Summarize both the functionalist and the conflict theory views on who rules the United States and then state which you think is more accurate and why.*

Functionalists and conflict theorists have very different views on who rules the United States. You would want to begin by noting that functionalists view the state as necessary for the overall operation of society. It is a balanced system that protects its citizens from one another and from government. At this point, you would want to discuss the notion of pluralism, which is at the root of the functionalist argument. Power is diffused among many different groups in society, which has the consequence of allowing no one group to amass too much. The founders of our government established a system of checks and balances that also functions to keep power diffused. Given this structural arrangement, power is shared by many and the government remains responsive to all. For the functionalist, the United States is ruled by its people (434-5).

Conflict theorists take a different view. For them, power is concentrated in the hands of a small group, the power elite. This group, made up of representatives of the largest corporations, the most powerful generals of the military, and a few elite politicians, makes the decisions for the nation. C. Wright Mills argued that the most powerful members of this elite are the corporate heads, who play the biggest role in setting national policy. They do not operate in secret to control the nation. Rather, decisions flow from their mutual interests in solving the problems that face big business.

The final part of your essay is to decide which argument is closest to your views. You could follow the discussion that was presented in the book and say that both arguments make sense, depending on which level of government you focus your attention, or you could develop your own analysis.

4. *Discuss why wars happen.*

As the book states, war is not universal (436). Rather, it is simply one option that groups may choose when dealing with disagreements. As the record indicates, not all societies

choose this option. At the same time, it would appear that war is rather common, both across history and in our own time (436-437). The question is then, *why*?

In trying to answer this, you would want to bring up the work of Nicholas Timasheff. He identified three essential conditions of war: (1) cultural traditions; (2) an antagonistic situation; (3) a fuel that heats the situation to a boiling point. You could also discuss the different fuels and the fact that leaders often see war as an opportunity to achieve certain objectives (437).

Finally, there is the whole issue of dehumanization (439-440). You could argue that just as experience in war can lead those who are fighting to see the enemy as less than human, a history or culture of warfare can contribute to an entire society viewing its enemies as less than fully human. In addition, as sociologist Tamotsu Shibutani stresses, dehumanization is aided by the tendency for prolonged conflicts to be transformed into struggles between good and evil. In our own history, many of the wars we have fought have been framed exactly this way. Wars exalt killing and those who fight and kill are often given medals to glorify their actions.

5. *Discuss what you see as the future of the New World Order.*

The author poses alternatives such as the development of a world order that transcends national boundaries or the fracturing of the globe into warring factions based on national identities (442). You have your choice as to which alternative you want to support, but whichever you choose must be grounded in solid arguments. On the one hand, you could discuss how the globalization of capital, as well as recent attempts at multinational associations like NAFTA or the EU, would support the first alternative. On the other hand, the continuing tensions between national groups — Arabs and Israelis, Indians and Pakistanis, Serbs, Croatians, and Muslims in the former Yugoslavia to name a few — suggest that national identities continue to be an extremely important source of conflict and division rather than peace and unity. You should also consider which of these two trends is stronger, economic globalization or political nationalism.

CHAPTER 16

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **a** Polyandry is a marriage in which a woman has more than one husband. (448)
2. **d** A household is the term used to describe the people who occupy the same housing unit or other living quarters. A family that lives together in the same house would be considered a household, but unrelated people who live together are not considered a family. (448)
3. **d** "None of the above" is correct; family of orientation is the one in which a person grows up. (449)
4. **b** Endogamy is the practice of marrying within one's own group. (450)
5. **a** In a matrilineal system, descent is figured only on the mother's side. (450)
6. **c** Although the roots of authority with U.S. families is patriarchal, today a growing number of families are egalitarian, sharing authority between men and women. (450)
7. **d** "All of the above" is correct. The incest taboo is rules specifying the degrees of kinship that prohibit sex or marriage; helps families avoid role confusion; and facilitates the socialization of children. (450)
8. **b** According to functionalists, the family serves certain essential functions in all societies. (450-451)
9. **a** Research indicates that women who work 8 hours for wages spend on the average 7.5 hours more doing child care and housework than their husbands do. (452)

CHAPTER-BY-CHAPTER ANSWER KEY

10. **b** According to Arlie Hochschild, most men engage in the strategies of *playing dumb*, *waiting it out*, and *needs reduction*. The one that was not identified by her is *substitute labor*. (452-453)
11. **c** According to research findings, men who earn less money than their wives feel most threatened by doing housework and consequently do the least. (453)
12. **a** Research by Dutton and Aron found that love begins with a sexual attraction. This is followed by a cognitive awareness, as we attach a label to our feelings. (454)
13. **c** The tendency of people with similar characteristics to marry one another is homogamy. (456)
14. **b** According to Lillian Rubin, social class is the key to how couples adjust to the arrival of children. Among working class couples, the first baby arrives 9 months after the marriage and the couple has hardly had time to adjust to being a husband and wife before they must take on the roles of mother and father. In the middle class, the couples postponed having children until they had time to adjust to one another. (457)
15. **b** In comparison with married couples, single mothers are much less likely to rely on the child's father for help. (457)
16. **d** "None of the above" is correct. In regard to child rearing, Melvin Kohn concluded that parents of different social classes socialize their children differently. Working-class parents are more likely to use physical punishment than middle-class parents, who are more likely to withdraw privileges or affection. (458-459)
17. **a** The empty nest syndrome is not a reality for most parents. (459)
18. **c** According to your text, a major concern of upper-class African American families is how to maintain family lineage. (460-461)
19. **d** "All of the above" is correct. Machismo distinguishes Latino families from other groups; is an emphasis on male strength and dominance; and is seen in some Chicano families where the husband-father plays a strong role in his family. (462)
20. **c** One of the ways in which Native American families differ from most U.S. families is in terms of the participation of elders in their children's families. They not only provide childcare, but also play an active role in teaching and disciplining the children. (462)
21. **b** Since 1970, the number of children in the United States who live with both parents has dropped from 85 percent to 68 percent. (463)
22. **d** "All of the above" is correct. Children from one-parent families are more likely to drop out of school; become delinquent; and be poor as adults. (463)
23. **c** A family whose members were once part of other families is known as a blended family. (464)
24. **c** In 2000, Vermont became the first state to legally recognize gay unions. (464-465)
25. **d** "All of the above" is correct. Cohabitation is the condition of living together as an unmarried couple, has increased eight times in the past 25 years, and has occurred before about half of all couples marry. (468)
26. **d** The *sandwich generation* refers to people who find themselves caught between two generations, simultaneously responsible for the care of their children and their aging parents. (470)
27. **d** Only about one-sixth of children who live apart from their fathers following a divorce continue to see their dads as often as every week; research demonstrates that most divorced fathers stop seeing their children altogether. This has produced a new fathering pattern known as *serial fatherhood*. (474)
28. **d** The first three statements are all correct. The last one is *incorrect*; in fact, the presence of children in a second marriage significantly increases the chances of that marriage also ending in divorce. (474-475)
29. **d** According to research by Diana Russell, uncles are most likely to be the offender in instances of incest; they are followed by first cousins, fathers/stepfathers, and then brothers. (477)

30. **d** According to the author of the text, all of the trends — increase in cohabitation, increase in age at first marriage, and more equality in the husband-wife relationship — are likely to continue into the next century. Other trends likely to continue are more married women working for wages and more families struggling with the demands of raising children and caring for aging parents. (478)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *True.* (448)
2. *False.* Households are people who live together in the same housing unit; families consist of two or more people who consider themselves related by blood, marriage or adoption. (449)
3. *False.* Laws of endogamy in the United States that prohibit interracial marriages have all been repealed. (450)
4. *True.* (450)
5. *True.* (451)
6. *True.* (452)
7. *False.* Arlie Hochschild concluded that women who worked the second shift are generally not happy about it but end up putting in the time because of the gendered division of labor. (453)
8. *False.* According to Arlie Hochschild, one of the strategies used by some husbands to resist doing housework is "substitute offerings," or expressing appreciation to the wife for her being so organized that she can handle both work for wages and the second shift at home, when, instead, it would be better if he actually shared the work with her. (453)
9. *True.* (454)
10. *True.* (456)
11. *False.* As research by Lillian Rubin demonstrated, social class does significantly influence the way in which couples adjust to the arrival of children. (457)
12. *True.* (459)
13. *False.* Researchers have found that most husbands and wives do not experience the empty nest when their last child leaves home. Often just the opposite occurs because the couple now has more time and money to use at their own discretion. (459)
14. *False.* Women are more likely than men to face the problem of widowhood, not only because they live longer, but also because they are likely to have married older men. (460)
15. *True.* (462)
16. *True.* (464)
17. *True.* (466)
18. *False.* U.S. rate of births to unmarried women actually falls in the middle third among a group of ten industrialized nations for which there is accurate data. Sweden, Denmark, France, and Great Britain are higher, while Canada, Germany, Netherlands, Italy, and Japan are lower. (468)
19. *False.* The pattern is for contact to be high during the first 1 to 2 years following the divorce and then decline rapidly. (474)
20. *True.* (477)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. matriarchy (450)
2. incest taboo (451)
3. least (454)
4. 95 (455)
5. Homogamy (456)
6. Social class (458)
7. fictive (460)

CHAPTER-BY-CHAPTER ANSWER KEY

8. poverty (463)
9. Denmark (464)
10. marriage (466)
11. Commitment (468)
12. grandparents (468)
13. skipped generation (469)
14. new chance (474)
15. Incest (477)

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. a Martin Whyte: *marital satisfaction decreases with child's birth*
2. f Susan Jekielek: *impact of divorce and marital conflict on children*
3. h Andrew Cherlin: *noted lack of norms regarding remarriage*
4. b Finkelhor & Yllo: *studied marital rape*
5. e Ann Goetting: *characteristics of women who leave abusive men*
6. j Arlie Hochschild: *identified the second shift*
7. i Melvin Kohn: *studied social class differences in child-rearing*
8. c Lillian Rubin: *women's satisfaction increased after last child moved out*
9. d Diana Russell: *studied incest victims*
10. g Bob Suzuki: *identified distinctive characteristics of Asian-American families*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Discuss whether the family still provides a useful function.*

This is a rather straightforward question. You would want to refer to the functionalist explanation regarding the functions that the family performs. These include (1) economic production, (2) socialization of children, (3) care of the sick and aged, (4) recreation, (5) sexual control, and (6) reproduction. Then, consider the degree to which families in this country still fulfill all of these functions (450-452). If they don't, which ones do they still do? Are there other institutions that could do the job as well? Given your answers to these questions, construct an argument as to the continued usefulness of the family.

2. *Explain what the second shift is and consider whether or not it will disappear in the future.*

The second shift is a term Arlie Hochschild used to describe the work that full-time working women do at home. In her research she found that most men engage in "strategies of resistance" (453-454). You could identify these different strategies in your response. You could also discuss the research on the relationship between women's wages and men's willingness to do housework.

The second part of the essay is to consider whether the second shift can be eliminated. Hochschild believes that it can be (453). One factor to consider is how gender roles, especially as they relate to housework, have changed. As both men and women alter their views on what is appropriate for men and women, this could have an impact on the household division of labor. A second factor to consider is the changing pattern of women's employment outside the home. As more women work, and more work full-time, arrangements around the house may be forced to change. Finally, you could consider changing marriage patterns. As the age of first marriage continues to increase, men may have more experience taking care of a household on their own. They may be more comfortable with cooking, cleaning and laundry and cannot get by with playing dumb.

3. *Identify the stages in the family life cycle, discussing what tasks are accomplished in each stage and what event marks that transition from one stage to the next.*

You will want to discuss each of the several stages in sequence: love and courtship, marriage, childbirth, child rearing, the empty nest, and widowhood (454-460). For each

stage, you should include the work that takes place and the events that mark the beginning and end of that stage. For example, the first stage is love and courtship. In our culture, this involves romantic love, with individuals being sexually attracted to one another and idealizing the other. Love actually has two components: one is emotion, related to feelings of sexual attraction, and the other is cognitive, attaching labels to our feelings. The stage begins with our meeting and being attracted to another person, and ends when we decide to get engaged to be married.

4. *Identify the trends among U.S. families today and explain the social forces that have contributed to each of them.*

This chapter identifies five trends in U.S. families: postponement of marriage, cohabitation, unmarried mothers, and the sandwich generation and elder care (466-470). You should take each trend in turn, identifying and explaining the pattern. For example, for the first half of the twentieth century, the age at first marriage steadily declined, so that by 1950, women married at about age 20. For the next 20 years, this figure remained unchanged. Then, beginning in 1970, the average age began to climb. In 2000, women are waiting until they are almost 26 to marry (488). Now that you have described the pattern, you need to try and explain it. Here's where you want to apply what you have learned previously about changing norms (Chapter 2). You can talk about how women's roles have changed tremendously since 1970 (see Chapter 11); these changes have affected women's lives and decisions on when to marry. You could also talk about attitudes about premarital sex, which began to change in the 1960s and 1970s. More liberal attitudes about premarital sex and cohabitation have also affected young people's decisions about when to marry. Research on changes in marriage and cohabitation supports this. Once you have described and analyzed this first trend, you would then go on to do the same with the other three trends.

5. *Discuss the impact that divorce has on family members — men, women and children.*

You would want to discuss each family role separately — children, wives and husbands. In your response, be sure to talk about the research on the impact on children (470-474), both short-term and long-term. In the short-term, this includes hostility, anxiety, nightmares, and poor school performance. In the long-term, it includes a loss of connection to parents, and difficulties forming intimate relations.

For spouses, there is anger, depression and anxiety following a divorce, but each also experiences unique problems related to their gender (474). For women, there is often a decrease in the standard of living, although the impact varies by social class. For men, there is a loss of connection to their children and the possible development of a series of families.

CHAPTER 17

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **d** "All of the above" is correct. In earlier societies there was no separate social institution called education; education was synonymous with acculturation; and people who already possessed certain skills taught them to others. (484)
2. **a** Education is a formal system of teaching knowledge, values, and skills. (485)
3. **b** The one statement that is *incorrect* is, "The first thing that the founders of our nation did was to create a comprehensive school system across all states." In fact, the system remained a hodgepodge of independent schools well into the 1800s. (485-486)
4. **c** The idea of common schools, supported through taxes, was first proposed by Horace Mann. (485)
5. **b** Laws requiring all children to attend school until a specified age or until they complete a minimum grade in school are mandatory education laws. (485)
6. **b** In Japan, college admission is based on making a high score on a national test. (488)

CHAPTER-BY-CHAPTER ANSWER KEY

7. **c** Since the collapse of the Soviet Union, the educational system is being reinvented. Private, religious and even foreign-run schools are allowed. More importantly, teachers are allowed to encourage students to question and to think for themselves. (488)
8. **a** Despite the fact that education is free at all levels, including college, children of the wealthy are several times as likely as children of the nonwealthy to continue their education beyond the basics. (489)
9. **a** The use of diplomas and degrees to determine who is eligible for jobs, even though the diploma or degree may be irrelevant to the actual work is known as a credential society. (490)
10. **a** All of the following are manifest functions of education: transmitting cultural values; helping mold students into a more or less cohesive unit; and teaching patriotism. Helping to maintain social inequality is *not* one of the functions, according to the functionalists. (490-491)
11. **c** Traditionally, the educational system in the United States has taught children the value of individualism, competition, and patriotism. Cooperation is less likely to be stressed. (490)
12. **a** The policy that many schools now have of incorporating students with disabilities into regular school activities is called mainstreaming, or inclusion. (491)
13. **b** The function of education that sorts people into a society's various positions is social placement. (492)
14. **c** The hidden curriculum refers to the unwritten rules of behavior and attitudes that are taught in school. (494)
15. **d** IQ tests have been criticized because they are culturally biased. Children from middle-class and upper-class backgrounds are more familiar with the concepts used in the test. Minorities and the poor often score lower on these tests, which results in them being assigned less demanding courses. (496)
16. **c** Public schools are largely supported by local property taxes. (495)
17. **b** The correspondence principle is the ways in which schools correspond to, or reflect the social structure of society. (497)
18. **a** Bowles found that regardless of ability, students from affluent homes were more likely to go on to college than were students from poor homes. (497)
19. **a** From a conflict perspective, the real purpose of education is to perpetuate existing social inequalities. (499)
20. **c** Teacher expectations and the self-fulfilling prophecy are of interest to symbolic interaction theorists. (499)
21. **c** Ray Rist found that social class was the underlying basis for assigning children to different tables in a kindergarten classroom. (499)
22. **b** Rist's research demonstrated the power of labels — the child's journey through school was essentially determined by the eighth day of kindergarten and was based on the teacher's somewhat biased assessment of their ability. (499-500)
23. **d** The Rosenthal/Jacobson experiment tended to confirm the concept of a self-fulfilling prophecy. (500)
24. **d** Research by George Farkas focused on how teacher expectations affect students' grades. (500-501)
25. **b** When compared to scores of twenty to thirty years ago, today's scores on tests such as the SAT are lower. (503)
26. **b** The practice of passing students from one grade to the next even though they have not mastered basic materials is called social promotion. (504)
27. **c** High-school graduates who have difficulty with basic reading and math are known as functional illiterates. (504)
28. **b** An examination of the statistics published on page 505 of your text would lead you to conclude that the number of shooting deaths in schools at the end of the 1990s was half what it had been at the beginning of the decade. (505)

29. **c** Coleman and Hoffer found that students attending Roman Catholic schools outperformed students attending public schools. They attributed this to the fact that higher standards were set by teachers at the Roman Catholic schools. (506)
30. **d** "All of the above" is the correct answer. Critics of school voucher programs argue that the future of public education is in jeopardy when resources are diverted from public schools to private schools. With fewer resources, teachers' jobs are threatened. (507)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *False.* In earlier societies there was no separate social institution called education. (484)
2. *True.* (485)
3. *False.* College graduation in the United States is now much more common than high school graduation was in 1910. (486)
4. *False.* In Japanese schools the value of cooperation rather than competition is stressed. (487)
5. *True.* (488)
6. *False.* Despite the fact that Egyptian education is free at all levels, children of the wealthy are more likely to get an education. (488)
7. *True.* (490)
8. *True.* (490)
9. *False.* American schools encourage, rather than discourage, individualism and although teamwork is encouraged, individuals are singled out for praise when the team does well. (490)
10. *True.* (490)
11. *True.* (491)
12. *False.* Functional theorists believe that social placement is helpful, not harmful, to society because the process helps insure that the "best" people will acquire a good education and subsequently perform the most needed tasks of society. (492)
13. *True.* (492)
14. *False.* Conflict theorists, not functionalists, emphasize the hidden curriculum in their analysis of American education. (494)
15. *True.* (496)
16. *True.* (497)
17. *False.* Research by Ray Rist concluded that the child's journey through school was preordained by the eighth day, not the end of the first year, of kindergarten. (499)
18. *False.* According to Farkas's research females and Asian Americans got higher grades because they communicated to teachers through their demeanor and behavior that they were interested in what the teacher was teaching; they fit the teacher's idea of what a good student should be. (500)
19. *False.* In recent years math scores have some improvement but verbal scores continue to be low. (503)
20. *True.* (505)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. acculturation (484)
2. common (485)
3. half (486)
4. culture (487)
5. half (489)
6. certification (490)
7. tracking (492)
8. class (494)
9. correspondence principle (497)
10. Distance learning (501)

CHAPTER-BY-CHAPTER ANSWER KEY

11. peer group (504)
12. violence (505)
13. higher (506)
14. vouchers (507)
15. nature (508)

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. j Randall Collins: *credential society*
2. d Bowles and Gintis: *correspondence principle*
3. b Rosenthal and Jacobson: *teacher expectations and student performance*
4. e Ray Rist: *tracking and expectations of kindergarten teachers*
5. g Coleman and Hoffer: *student performance linked to setting higher standards*
6. i Harry Gracey: *kindergarten as boot camp*
7. a Davis and Moore: *gatekeeping sorts people on the basis of merit*
8. h George Farkas: *students are rewarded for the signals they send teachers*
9. f Hayes and Wolfer: *“dummied down” texts and student mediocrity*
10. c Talcott Parsons: *function of education is to funnel into social positions*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Explain the link between democracy, industrialization and universal education.*

For this question, there are two strains of thought that need to be developed. The first is the link between democracy and universal education. Here you will want to talk about the need for voters who are knowledgeable about the issues and are capable of making sound decisions; it is necessary that they read and understand news that is published in newspapers. In addition, the political culture is maintained through the educational system, as children learn patriotism and the facts of the political process (484-486).

The second strain is to connect industrialization and universal education. Here you would want to talk about the need for an educated workforce that is able to read instructions and learn how to use increasingly more complex machines. The work force must also be able to move from job to job, learning new skills as the work requires. The most efficient way in which to train workers, both to have the specific skills needed for a particular job and the general skills needed to survive in a constantly changing workplace, is through universal education. For these two reasons, universal education developed in the United States, as well as other industrialized nations.

2. *Explain what conflict theorists mean when they say that the deck is stacked against the poor when it comes to education. Offer a solution that might address this problem.*

You need to begin by noting that the basis for educational funding is largely local property taxes (496). Richer communities, where property values are higher, will have more money to spend on their children's education while poorer communities, where property values are lower, will have less. Schools in richer communities can pay better salaries for teachers and administrators and can afford to provide the most up-to-date resources. They can also offer a wider range of classes for their students. Obviously, schools in poorer districts don't have the tax revenue to do any of this with the consequence that the quality of education suffers. It is not too hard to see why the conflict theorists say the deck is stacked against the poor.

Beyond this, wealthier families can provide more out-of-school opportunities for their children that contribute to their overall educational experience. These families have computers, encyclopedias, and magazines in their homes. They take advantage of the educational and cultural events offered in their communities. They may take trips to other parts of the country, or even to other countries, that provide enriching experiences for their children. If their children need additional instruction, they can afford to hire tutors.

While it is difficult to address the inequities that stem directly from differences in family income, it is possible to find a solution to the inequities in funding education. Your final part of the essay would be to discuss alternative ways that our communities and society could pay the bill when it comes to education. Equalizing the amount spent on local education would do a great deal to level the playing field. Some states have already adopted statewide funding and others have established minimum levels. You could explore some of these ideas, as well as others you might think of, for changing the current situation.

3. *Select one of the three perspectives and design a research project to test the claims of that perspective about the nature of education.*

In order to answer this question you must first choose one of the three perspectives. For example, you might choose the conflict perspective and decide to do a research project on the relationship between ethnicity and individual educational achievement and goals. Your research will involve an analysis of student choices of curricula, their grades, retention rates, and graduation from a large racially/ethnically diverse high school. You have access to student records and you collect data on students in one class as this class moves through the high school. You will compare white students' records to those of African-American and Hispanic students in order to test whether the conflict theorists are correct in their assertion that the educational system reproduces the students' class background.

4. *Discuss why Harry Gracey believed kindergarten is a boot camp and evaluate the degree to which this is an accurate assessment.*

Gracey used the analogy of a boot camp in his analysis of kindergarten because he found many similarities between the two (495). Both begin with a group of individuals from diverse backgrounds and then mold them into a compliant group that will, on command, follow certain routines. The purpose of boot camp is to prepare recruits for the rigors of the military and the authority of their commanding officers. The purpose of kindergarten is to prepare students most immediately for the demands of school and the authority of teachers and administrators, but also for the demands of work and the authority of employers. To survive and succeed, they need to learn these lessons.

The second part of the answer is to consider whether Gracey is accurate or not. You could draw on some of the discussions in the chapter about the functionalist and conflict views of education. You could also draw on your own experiences and insights.

5. *In discussing solutions to educational problems, the author suggests that one direction schools should go is toward setting higher educational standards. Both the research by James Coleman and Thomas Hoffer, and the success of Jaime Escalante, support this. Discuss social factors that might explain why such a proposal has not been widely adopted by public schools across the country.*

In answering this question you will want to focus on obstacles to implementation. You could refer to some of the research on teacher expectations and student tracking to illustrate the status quo in the majority of schools. Henslin notes that one of the biggest obstacles is bureaucracy itself, where ritual often replaces performance. A routine becomes established and then difficult to change (refer to Chapter 7 for a complete discussion of bureaucracy). As the experience of Jaime Escalante demonstrated, it was only after he changed the system of instruction that student attitudes and performance changed (504-508).

CHAPTER 18

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **d** Durkheim wrote *The Elementary Forms of the Religious Life* in order to identify elements common to all religions. (512-513)
2. **c** Durkheim was referring to aspects of life that are part of the ordinary, everyday life with the term *profane*. (512)
3. **c** Durkheim used the word “church” in an unusual way to refer to a group of believers organized around a set of beliefs and practices regarding the sacred. (513)
4. **a** All of the following are functions of religion: support for the government, social change, and social control. Encouraging wars for holy causes is a dysfunction of religion. (513-516)
5. **a** According to sociologist Robert Bellah, opening each session of Congress with a prayer led by its own chaplain, reciting the pledge of allegiance, which includes the phrase “one nation under God,” and minting coins that bear the inscription “In God We Trust” can all be considered part of civil religion. (515)
6. **c** War and religious persecution are dysfunctions of religion. (516-517)
7. **b** A unified picture of the world, such as the belief in one God, creator of the universe, is called a cosmology. (519)
8. **c** When some Protestants use the term *born again*, they are referring to a personal life-transforming religious experience. (520)
9. **b** The *incorrect* statement is that “Family members are exempt from having to follow the practice when it involves one of their own.” In fact, if the other family members want to remain in good standing in the congregation, they are expected to shun the person too. (520)
10. **c** Religion is the opium of the people according to some conflict theorists. (520)
11. **d** “All of the above” is correct. These are all examples of the use of religion to legitimize social inequalities: the divine right of kings; a declaration that the Pharaoh or Emperor is god or divine; and the defense of slavery as being God’s will. (521)
12. **a** Weber believed that religion held the key to modernization. (521)
13. **d** “None of the above” is correct. The spirit of capitalism is the desire to accumulate capital as a duty — not to spend it, but as an end in itself. It is not the desire to accumulate capital in order to spend it and show others how one “has it made.” Nor is it Marx’s term for the driving force in the exploitation of workers or the ideal of a highly moral life, hard work, industriousness, and frugality, which is the Protestant ethic. (522)
14. **a** Judaism was the first major religion to practice monotheism. (523)
15. **c** Polytheism is the belief that there are many gods. (523)
16. **b** Animism is the belief that all objects in the world have spirits. (523)
17. **a** An unanticipated outcome of the Reformation was the splintering of Christianity into separate branches. (524)
18. **c** The Shi’ites are the branch of Islam that are more conservative and inclined to fundamentalism. (525)
19. **b** The religion with no specific founder is Hinduism. (526)
20. **c** Reincarnation is the return of the soul after death in a different form. (527)
21. **d** “All of the above” is correct. A cult is a new religion with few followers; has teachings and practices which put it at odds with the dominant culture; and often is at odds with other religions. (529-530)
22. **c** Although larger than a cult, a sect still feels substantial hostility from society. (530)
23. **d** “All of the above” is correct. Churches are highly bureaucratized; have more sedate worship services; and gain new members from within, from children born to existing members. (530)
24. **d** The answer is “ecclesia.” In an ecclesia, there is no recruitment of members because all citizens are automatically members of the state religion, or ecclesia. (530)

25. **a** A "brand name" within a major religion is a denomination. (531)
26. **b** Convention was formed to defend the right to own slaves. (531)
27. **c** Rather than intolerance of differences, religion in the United States is characterized by tolerance. (532-536)
28. **d** "All of the above" is correct. Secularization of religion occurs as a result of industrialization, urbanization, and mass education. (536-538)
29. **b** An example of secularization of culture is that the influence of religion on public affairs has lessened today. (537-538)
30. **d** "All of the above" is correct. Questions that science cannot answer include: Is there a God? What is the purpose of life? What happens when a person dies? (538-539)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *False.* The goal of the sociological study of religion is to analyze the relationship between society and religion and to gain insight into the role that religion plays in people's lives. It is not to determine which religions are most effective in people's lives. (512)
2. *True.* (512)
3. *True.* (513-516)
4. *False.* Bellah distinguishes between a state religion, where the government sponsors a religion, and a civil religion, where no particular religion is sponsored but religious beliefs become so firmly established in the life of the society that social institutions become sanctified by being associated with God or a supernatural. (515)
5. *True.* (516-517)
6. *False.* Being born again is a term frequently used to describe Christians who have undergone a life-transforming religious experience so radical that they feel they have become new people. The term does not describe reincarnation by Hindus and Buddhists. (520)
7. *True.* (520)
8. *True.* (521)
9. *False.* Max Weber wrote *The Protestant Ethic and the Spirit of Capitalism*. (521)
10. *False.* Contemporary Judaism in the United States comprises three main branches: Orthodox, Reform, and Conservative. (523)
11. *True.* (525)
12. *True.* (526)
13. *True.* (528)
14. *True.* (529)
15. *False.* Both cults and sects stress evangelism, or the active recruitment of new members. (530)
16. *True.* (530)
17. *False.* The Amish do not actively recruit new members. (530)
18. *True.* (533)
19. *False.* Many local ministers view the electronic church as a competitor for the attention of their members and for money that could go to their own good causes. Thus, they are not supportive of the electronic church. (536)
20. *True.* (536-538)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. better (512)
2. moral (513)
3. functional (516)
4. ritual (519)
5. Cosmology (519)
6. opium (520)

CHAPTER-BY-CHAPTER ANSWER KEY

7. modernization (522)
8. Abraham (523)
9. Christianity (524)
10. Muslims (524)
11. four (526)
12. Buddhism (528)
13. cults (529)
14. social class (532)
15. humanity (539)

ANSWERS TO MATCH THESE CONCEPTS WITH THEIR DEFINITIONS

1. d animism: *belief that all objects have spirits*
2. h charisma: *an outstanding, magnetic personality*
3. j civil religion: *a belief that a nation and its institutions are sanctified by God*
4. a evangelism: *an attempt to win converts*
5. g monotheism: *a belief that there is one God*
6. i polytheism: *a belief that there are many gods*
7. c rituals: *religious rites that are intended to evoke a sense of awe*
8. e sacred: *things set apart that inspire reverence or deep respect*
9. f profane: *common elements of everyday life*
10. b ecclesia: *government-sponsored religion*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Assume that you have been asked to make a presentation about religion to a group of people who have absolutely no idea what religion is. Prepare a speech in which you define religion and explain why it exists.*

For this question, your first task is to explain what religion is. To do this you might want to refer to Durkheim's work on the elementary forms of religious life (512), talking about the differences between the sacred and profane, the presence of beliefs, practices, and a moral community. Once you have done this, your next task is to discuss why religion exists. Here you could talk about either the functionalist perspective or the conflict perspective or both. If you choose to focus only on the functionalist view, you would want to talk about how religion meets basic human needs (513-516); you might also want to refer to the symbolic interactionist views on community (517-519). If you want to focus only on conflict theory, or add that to your discussion of functionalism, you would want to talk about how, for Marx, religion is like a drug that helps the oppressed forget about their exploitation at the hands of the capitalists (520). Furthermore, conflict theorists point out that capitalists use religion to legitimate social inequalities and maintain the status quo.

2. *The functionalists point out the many functions of religion, but also not that it has certain dysfunctions. Discuss both the functions and dysfunctions and then consider whether it is possible for religion to fulfill its functions without producing dysfunctions.*

At the end of the chapter, Henslin notes that people have four major concerns. These are (1) the existence of God, (2) the purpose of life, (3) the existence of an afterlife, and (4) morality (559). In his discussion of the functionalist perspective, Henslin outlines several important functions of religion that address these concerns (513-516). Religion provides answers to their questions about the ultimate meaning of life, which in turn comforts people. People find community among others who share their values and beliefs. Religion also sets out guidelines for everyday living — what we should and should not do, thereby setting limits and establishing morality. Having connections to a community and guidelines for living also help in adapting to new environments and social change.

Despite the fact that there are several major religions around the globe, people tend to see their religion as being the only true religion. This is understandable, given the nature of

religion. At the same time, this orientation can produce dysfunctions (516-517). The author discusses two: (1) war and terrorism; and (2) religious persecution.

The final part of the essay is to consider whether religions can exist and be functional without producing dysfunctions. In answering this, you need to consider the nature of the world today. If contact between people of different religions could be minimized, these dysfunctions would not be problematic. However, today, people of different faiths are drawn even closer together today because of globalization. If we are to avoid the dysfunctional side of religion, a way needs to be found for everyone with different belief systems to live together in harmony. So far, we have few examples of this but can think of many examples of war and religious persecution.

3. *Discuss the process by which a religion matures from a cult into a church.*

This is a pretty straightforward question. All you are asked to do is to discuss the process by which a religion moves from cult to sect to church. You would want to talk about what each is, how they range along a continuum, and what events mark the shift from one type to the next (528-532).

4. *Consider why fundamentalist Christian churches in the United States are currently undergoing a revival.*

Begin by thinking about the nature of social life today. With the continuing rationalization of society (see Chapter 7 for more on rationalization), more and more of our interactions are impersonal and formal, taking place with strangers who are employed by bureaucracies. Consequently, people may feel disconnected from one another. Because we work more, we spend less time at home. We don't know their neighbors and often don't even have enough time for family and friends. Families aren't what they once were. As our society continues to change at a rather rapid pace, we feel that the old norms no longer apply, but are not sure what are the new norms are.

Now go back to the different sociological perspectives on religion. First there is the functionalist perspective. In response to the impersonality of our daily lives, religion provides connection and community. Religious teachings provide clear guidelines for everyday living, helping us find direction in the face of continuing social change. Henslin suggests that mainstream churches, which offer a more remote God and less emotional involvement, fail to meet basic religious needs of large numbers of Americans. In contrast, the different fundamentalist Christian churches, with their literal interpretation of the Bible, offer seekers comfort and direction

5. *Discuss whether secularization is inevitable.*

For this answer, you should explain what secularization is (536-539). You could distinguish between the secularization of religion and that of culture and what forces contribute to each. Then, in order to answer the question of whether secularization is inevitable, you need to consider whether the forces can be resisted. For example, the major force behind the secularization of culture is modernization (538). Modernization involves industrialization, urbanization, the development of mass education, and the adoption of science and technology. Assuming that modernization is inevitable, and most would say that it is, particularly today with the increasingly global connections, then secularization of culture must also be inevitable. In your response you need to consider these types of issues.

CHAPTER 19

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **d** Sociologists focus on medicine as a profession, a bureaucracy, and a business; therefore, "all of the above" would be the correct answer. (544)
2. **c** The healing specialist of a preliterate tribe who attempts to control the spirits thought to cause a disease or injury is a shaman. (544)
3. **d** The components include the physical, social, and spiritual, so the one that is *not* a component is hereditary. (544)
4. **b** When a person is unable to fulfill their normal obligations because they are sick or injured, they are said to be in the sick role. (545)
5. **b** The individual's claim to the sick role is legitimized primarily by a doctor's excuse. (546)
6. **c** According to research, women are more likely than men to claim the sick role when they feel poorly because they are socialized for greater dependency and self-disclosure. (546)
7. **c** According to conflict theorists, one major factor explaining differences in life expectancy around the globe is access to medicines and other medical services. (547)
8. **d** "All of the above" is correct. Professionalization of medicine included rigorous education, a theoretical understanding of illness, and self-regulation. (548)
9. **a** The *incorrect* statement is that "While doctors were able to control women's access to medical schools, they were never very effective in keeping other minorities out." In fact, they were able to keep both women and minorities out of medical schools or to severely limit their enrollment. (548-549)
10. **a** Government-paid health care for the poor is Medicaid. (550)
11. **b** In the United States, medicine is a commodity. (550)
12. **c** Today the average American spends \$4500 annually; in 1960, the average was \$150. (550)
13. **b** In the 1960s, the federal government initiated a policy of deinstitutionalization of the mentally ill. The idea was to open the locked wards of state mental hospitals, release the patients, and then give them counseling and medications on the outside. The patients were released, but the community-based care never materialized. (551)
14. **d** Henslin suggests that the primary reason the practice of defensive medicine has grown is because it is in the doctors' best interest. They want to establish a paper trail to protect themselves in the event they are sued by a disgruntled patient. (553)
15. **a** Depersonalization is the practice of dealing with people as though they were objects, means treating patients as though they were merely cases and diseases, and occurs when an individual is treated as if he or she was not a person. The one statement that is *incorrect* is that "It is less common today because of all the reforms brought about by HMOs." (554)
16. **c** The continuing male dominance of medicine is what lies at the heart of sexism in medicine. While the number of women who graduate from medical schools has increased dramatically, only one in four U.S. physicians is a woman. (555-556)
17. **b** The transformation of something into a matter to be treated by physicians is referred to as medicalization. (556)
18. **a** Oregon allows for medically assisted suicide. (556)
19. **c** Medical costs have risen dramatically in the United States because of tests performed for defensive rather than medical reasons, an increase in the size of the elderly population, and because health care is seen as a commodity (and is operated for profit). People wanting doctors to do unnecessary tests to assure themselves they are healthy is *not* a factor in spiraling costs. (557)
20. **c** Sending unprofitable patients to public hospitals is known as dumping. (558)

21. **b** AIDS is known to be transmitted by exchange of blood and/or semen. The U.S. Centers for Disease Control and Prevention say that casual contact between a carrier and a noncarrier in which bodily fluids are exchanged will not result in the transmission of the virus. (560)
22. **b** African Americans are at greater risk of contracting AIDS. The risk differences are related to social factors such as rates of IV drug use and the use of condoms. (562)
23. **b** Obesity is more life threatening than AIDS or alcohol abuse. (563)
24. **b** Rather than the rate of cigarette smoking increasing, it has in fact declined. In less than two decades, cigarette smoking has been cut in half among U.S. men and by a third among U.S. women. (565)
25. **a** An environment that is harmful to health is referred to as a disabling environment. (567)
26. **d** The ozone shield is the protective layer of the earth's upper stratosphere that screens out a high proportion of the sun's ultraviolet rays. Use of fluorocarbon gases is threatening the ozone shield. (567)
27. **b** The Tuskegee syphilis experiment is an example of the callous disregard of people's health by physicians and the U.S. government. (567)
28. **d** In order to implement a national policy of "prevention, not intervention" it would be necessary for the medical establishment, the general public, and businesses to work together to eliminate disabling environments and reduce the use of harmful drugs. (569)
29. **b** Among the listed countries, the lowest infant mortality is in Sweden. (571)
30. **a** "Barefoot doctors" provide much of the health care to the people of China. (571)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *True.* (544)
2. *False.* People who don't seek competent help when they are sick are not behaving according to the expectations of the sick role; in the sick role an individual is expected to seek help in order to get better and return to his/her normal routine. Someone who doesn't do this is denied the right to claim sympathy from others; they get the cold shoulder for wrongfully claiming the sick role. (546)
3. *False.* There is often ambiguity between the well role and the sick role because the decision to claim the sick role is often more a social than a physical matter. (546)
4. *False.* Not everyone is given the same right to claim the sick role. The social group defines the conditions under which people are allowed to be sick and legitimately excused from ordinary responsibilities. (546)
5. *True.* (546-547)
6. *False.* Medical schools have existed since the 1800s, not the 1700s, in the United States; however, it was only after the Flexner Report in 1910 that the schools started to resemble the institutions we think of today as medical schools. (548)
7. *True.* (548)
8. *True.* (548)
9. *True.* (548-549)
10. *True.* (552)
11. *False.* As physicians have acquired financial interests in hospitals, pharmaceutical companies, and medical supply companies, they are likely to prescribe drugs and order courses of treatment that benefit themselves financially, thus encountering conflicts of interest. (554)
12. *True.* (555)
13. *True.* (555-556)
14. *False.* It is not a functionalist but a conflict theorist who would argue that the medicalization of society reflects the growing power of the medical establishment because the more physicians can medicalize human affairs, the greater their profits and power. (556)

CHAPTER-BY-CHAPTER ANSWER KEY

15. *True.* (556)
16. *False.* The soaring cost of medical care cannot be explained by the fact that Americans are sicker than they used to be. Sociological factors such as the increase in the elderly population, high-tech medicine with a large price tag, and the profit orientation of American medicine have contributed to soaring costs. (557)
17. *False.* The most controversial suggestion for reducing medical costs today is the rationing of medical care, not the adoption of national health insurance. (558)
18. *True.* (560-563)
19. *False.* While the health risks of some occupations is evident (lumberjacks, rodeo riders, lion tamers), in many occupations, people do not become aware of the risks until years after they were exposed. (567)
20. *True.* (570)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. culture (544)
2. gatekeepers (546)
3. stratification (547)
4. monopoly (548)
5. gender (549)
6. cancer (550)
7. right (551)
8. defensive (553)
9. error (553)
10. diagnosis-related-groups (558)
11. ration (559)
12. AIDS (560)
13. Alcohol (564)
14. Nicotine (565)
15. alternative (569)

ANSWERS TO MATCH THESE CONCEPTS WITH THEIR DEFINITIONS

1. h defensive medicine: *practices done to protect a physician from suits*
2. g dumping: *sending unprofitable patients to public hospitals*
3. f epidemiology: *the study of disease patterns in a population*
4. j euthanasia: *mercy killing*
5. i depersonalization: *dealing with people as objects*
6. d medicalization: *the transformation of something into a medical problem*
7. b genomics: *study of the structure of human genes*
8. e medicine: *organized ways of dealing with sickness*
9. c shaman: *the healing specialist of a preliterate tribe*
10. a sick role: *a social role excusing the sick from normal obligations*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Describe the elements of the sick role and identify variations in the pattern of claiming this role.*

In order to answer this question you will need to refer back to the discussion on pages 545 and 546. You should acknowledge Talcott Parsons' contribution to our understanding of the sick role and his work in identifying the elements in that role. In terms of variations in claiming that role, the text talks about gender differences, but you could expand beyond this to talk about other variations within our society. For instance, children and old people have an easier time claiming this role than do adults because they are seen as more vulnerable and more dependent.

2. *Discuss why medicine developed into a monopoly in this country and what the consequences of this development have been for this development have been for the delivery of medical treatment.*

The key to the development of a medical monopoly was the professionalization of medicine (548). In the early 1900s, in reaction to the wide variations in medical training and practice, the Carnegie Foundation commissioned Abraham Flexner to investigate the state of medical education. He issued a report recommending that higher standards be set on the training of doctors and that training facilities in medical schools be significantly upgraded. As a result, doctors were increasingly subject to more rigorous education and licensing. In return, they were expected to regulate themselves and take control over their clients.

Given these changes, it was not long before doctors established a monopoly over the care of the sick and injured (549). In the interests of improved patient care, they were able to get laws passed that restricted medical licensing to graduates of approved schools. Given that only certain schools gained approval, they could control which philosophies of medicine were taught and who could acquire the education necessary to practice medicine. They were also able to set fees for services, and for more than half of the twentieth century, they were able to prevent any competition from government-funded medical care.

3. *Explain the pattern of the worldwide AIDS epidemic and suggest reasons why this threat to the health of the world's population has not been addressed more aggressively.*

By referring to the information found on page 561, you could immediately point out that the distribution of AIDS cases is not evenly balanced around the globe but heavily concentrated in Africa and South and Southeast Asia. Looking at AIDS globally, you would want to point out this maldistribution and note that those countries most directly affected have the least amount of money to spend. This reflects the global stratification of health care.

Looking at AIDS within the United States, you would want to point out that more than half of those with AIDS are members of minorities (560). Furthermore, the most common way in which to contract the disease is through behaviors that are stigmatized in our society — homosexual sex, promiscuous heterosexual sex, and IV drug users. You could point out that policy makers may have been slow to respond because of the character of those most directly affected by the epidemic.

4. *Define depersonalization and present evidence from the chapter as to its presence within medicine. Consider why it is present in a system that is supposed to care about the individual who is sick or injured.*

Begin with the definition; depersonalization is the practice of dealing with people as though they were cases and diseases, not individuals (554-555). Then you need to consider why this orientation exists. You could also talk about developments in the medical industry, such as the more than two million Medicare claims filed each day, the pressures to control costs, and the growing lack of confidence in doctors as reflected by increases in the number of malpractice suits (557-558). Finally, there are the examples of callous experiments. You could discuss how the Tuskegee Syphilis experiment and the Cold War nuclear experiments; to carry out such experiments on human subjects, doctors and medical researchers had to have seen them as less than fully human (567-568).

5. *Discuss the obstacles to developing preventive medicine and suggest ways in which these obstacles can be overcome.*

To answer this question you should note the obstacles: resistance from the medical community, the public, businesses, and other nations (569). In your essay, remember to outline the nature of each of these obstacles. Then you should suggest ways around each of these. For example, overcoming public resistance could be accomplished through educational programs or through initiatives like lower health insurance costs for people who can

demonstrate they have adopted preventive measures like regular exercise programs, altered diet, and no drug use. You would need to do this for each of the obstacles listed.

CHAPTER 20

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **c** The specialists who study the size, composition, growth, and distribution of human population are referred to as demographers. (578)
2. **b** The proposition that the population grows geometrically while food supply increases arithmetically is known as the Malthus theorem. (578)
3. **d** Anti-Malthusians believe that the demographic transition, an explanation of the shift from high birth and death rates to low ones that occurred previously in Europe, is an accurate picture of what will happen in the future in the Least Industrialized Nations of the world. (580-581)
4. **b** The three-stage historical process of population growth is the demographic transition. (580)
5. **c** The process by which a country's population becomes smaller because its birth rate and immigration are too low to replace those who die and emigrate is population shrinkage. (581)
6. **b** Starvation occurs not because there is not enough fertile land, there are too many people, or people are not eating a well-balanced diet. Rather, experts argue that it occurs because some parts of the world lack food while other parts of the world produce more than they can consume. (582-583)
7. **d** "All of the above" is correct. People in the Least Industrialized Nations have so many children because parenthood provides status, children are considered to be an economic asset, and the community encourages people to have children. (583-585)
8. **c** For conflict theorists, the reason women in poor nations have so many children is that men control women's reproductive choices. (585)
9. **b** Mexico's current population will double in 37 years. (585)
10. **b** population pyramids are used to illustrate population dynamics (585)
11. **a** Factors that influence population growth (fertility, mortality, and net migration) are demographic variables. (586)
12. **a** Fertility rate refers to the number of children that the average woman bears. (586)
13. **a** The number of deaths per 1,000 population is the crude death rate. (586)
14. **d** The factors pushing someone to emigrate include poverty, lack of religious and political freedoms, and political persecution. (587)
15. **d** Around the globe, the flow of migration is from the Least Industrialized Nations to the Most Industrialized Nations. The United States is the world's number one choice of immigrants. (587-589)
16. **a** According to your text, it is difficult to forecast population growth because of government programs that affect fertility. (589-590)
17. **d** "All of the choices" is the correct option. In the first place, China's practice of female infanticide is rooted in sexism; there is a general preference for males over females. In terms of economics, males will support parents in their old age and are in a better position to take advantage of economic opportunities. Finally, there are traditions, such as the traditional expenses associated with marrying off a daughter, which go back centuries and also contribute to female infanticide. (590)
18. **d** Urbanization is when an increasing proportion of a population lives in cities. (591)
19. **d** "All of the above" is correct. Today's urbanization means that more people live in cities, today's cities are larger, and about 300 of the world's cities contain at least one million people. (591-594)
20. **c** The area that extends from Maine along the coast to Virginia is an example of a megalopolis. (595)

21. **a** A megacity is a city of 10 million or more residents. Most megacities are located in the Least Industrialized Nations. (595)
22. **d** "All of the above" is correct. Edge cities consist of a cluster of shopping malls, hotels, office parks, and residential areas near major highway intersections; overlap political boundaries and include parts of several cities or towns; and provide a sense of place to those living there. (596)
23. **b** The concentric-zone model was proposed by Ernest Burgess. (598)
24. **d** The pattern of a growing number of immigrants settling an area, with the consequence that those already living in the area move out because they are threatened by their presence is referred to as an invasion-succession cycle. (599)
25. **c** The model that is based on the idea that land use in cities is based on several centers, such as a clustering of restaurants or automobile dealerships is the multiple-nuclei model. (599)
26. **a** Louis Wirth argued that cities undermine kinship and neighborhood. (601)
27. **d** "All of the above" is correct. According to Gans' typology, the trapped includes downwardly mobile persons, elderly persons, and alcoholics and drug addicts. (602)
28. **c** The Kitty Genovese case is an example of diffusion of responsibility. (604)
29. **b** Suburbanization is the movement from the city to the suburbs. (605)
30. **c** The rural rebound has been facilitated by improvements in transportation and communication. With satellite communications, cell phones, fax machines, and the Internet, people can be connected with cities even though they live in the country. (607)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *False.* Thomas Malthus was not a sociologist at the University of Chicago in the 1920s. He was an English economist who lived from 1766 to 1834. (578)
2. *True.* (579)
3. *False.* It is the New Malthusians, not the Anti-Malthusians, who believe that people breed like germs in a bucket. (579-580)
4. *False.* There are three stages, not two, in the process of demographic transition, although some now recognize a fourth stage. (580)
5. *False.* The main reason why there is starvation is because those countries that produce food surpluses have stable populations, while those with rapidly growing populations have food shortages. (582-584)
6. *False.* The major reason why people in poor countries have so many children is not necessarily because they do not know how to prevent conception. The reason is more sociological in nature, including the status that is conferred on women for producing children, as well as the need for children to take care of a person when she or he is old. (583-585)
7. *False.* Population pyramids represent a population, divided into age and sex but not race. (585)
8. *True.* (586)
9. *True.* (586)
10. *True.* (588)
11. *False.* According to Julian Simon, immigrants to the United States contribute more to the country than the country spends on them. Such areas as talent and innovations cannot be measured simply in dollars. (589)
12. *True.* (589)
13. *True.* (591)
14. *True.* (596)
15. *True.* (598)

CHAPTER-BY-CHAPTER ANSWER KEY

16. *False*. No one model is considered to be the most accurate because different cities develop and grow in different ways, especially if there are certain kinds of natural barriers such as rivers or mountains. (599)
17. *True*. (602)
18. *True*. (603)
19. *True*. (604)
20. *False*. Urban renewal involves the destruction of deteriorated buildings and the building of stadiums, high-rise condos, luxury hotels, and expensive shops. (608)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. Demography (578)
2. population pyramid (585)
3. political (586)
4. lowest (586)
5. industrialized (588)
6. one couple, one child (590)
7. zero population (590)
8. Urbanization (591)
9. megalopolis (595)
10. human ecology (598)
11. nuclei (599)
12. peripheral (599)
13. Alienation (601)
14. Cosmopolites (602)
15. less (604)

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. a Thomas Malthus: *theorem on population growth*
2. c Ernest Burgess: *concentric-zone model*
3. d Herbert Gans: *urban villagers*
4. e Homer Hoyt: *sector model*
5. b Robert Park: *human ecology*
6. h Julian Simon: *immigrants contribute to U.S. economy*
7. i Louis Wirth: *alienation and urban life*
8. j Donald Huddle: *immigrants are a drain on U.S. taxpayers*
9. g Darley & Latané: *diffusion of responsibility*
10. f Steven Mosher: *ruthless enforcement of on China's one child policy*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *State the positions of the New Malthusians and the anti-Malthusians and discuss which view you think is more accurate, based on the information provided about each position.*

The author outlines both positions on pages 578. You should begin this essay by summarizing each side's arguments. For the New Malthusians you would want to include the idea of the exponential growth curve, while for the anti-Malthusians, you would want to refer to the concepts of the demographic transition and population shrinkage. For both, you would want to include some of the facts such as how world population growth does seem to reflect the exponential growth curve (New Malthusians) (578), while the Least Industrialized Nations reflect the second stage of the demographic transition and the population of European countries is shrinking (anti-Malthusians) (680-681). Finally, you need to draw conclusions about which view you think is more accurate.

2. *Identify some of the population challenges that affect the Most Industrialized and the Least Industrialized Nations and provide explanations for these.*

First, for some of the Most Industrialized Nations, populations are shrinking. Of the 42 nations of Europe, 40 are in this situation. As the author notes, they fill more coffins than cradles. The reason for this is a declining birth rate — couples are having fewer children and are not replacing themselves. A second challenge that the Most Industrialized Nations face is the migration of people from the Least Industrialized Nations. As immigrants move into these nations, there is some question about whether they contribute to the economy or are a drain. Regardless, as they immigrate, they create pressures on the receiving society to provide employment and services for them.

For the Least Industrialized Nations, the first challenge is how to feed people. People in many of these nations are starving because the country cannot produce enough food. In some cases, there is famine caused by drought, inefficient farming, and wars. In other cases, because of globalization, the major share of agricultural land is committed to producing crops for export rather than for indigenous consumption. A second challenge is to slow population growth. Some nations have successfully reduced the number of children a couple has, but the population continues to grow. The explanation lies in social and cultural factors. In these traditional societies, cultural values encourage couples to have large families, having children confers a status on the parents, and children will provide for parents in their old age. These factors are strong barriers to effective population control. (583-590)

3. *Identify the problems that are associated with forecasting population growth.*

Your first step is to define the basic demographic equation — that is, the calculation used to project population growth (589). Then you need to identify problems that make the demographer's job more difficult. These would include natural phenomena (famines and plagues), economic factors (short-term booms and busts as well as longer-term industrialization), political factors (wars and government policy), and social factors (educational levels). In your essay you need to not only identify these, but also discuss the ways in which they make forecasting a challenge (589-590).

4. *Discuss whether cities are impersonal *Gesellschafts* or communal *Gemeinschafts*.*

For this essay you would want to refer to the work of Louis Wirth and Herbert Gans. Wirth talked about the breakup of kinship and neighborhoods with the growth of cities; the result was alienation (601). On the other hand, Gans found evidence of villages embedded within urban landscapes, which provided people with a sense of community (602-603). In particular, he discusses the "ethnic villagers." If you decide to argue for the impersonality of urban life, you should also include some discussion of the norm of noninvolvement and the diffusion of responsibility (603-605). If you choose to talk about communities within cities, then you should refer to how people create intimacy by personalizing their environment, developing attachments to sports teams, objects, and even city locations (604).

5. *Discuss the factors that fueled suburbanization and consider the impact that this population shift had on cities.*

The trend in suburbanization began at in the early decades of the twentieth century, but really accelerated after World War II. One of the major factors in this shift of population from cities to surrounding communities was the automobile. As more cars were sold, and more highways were built, people had the means to live a distance from where they worked. The rate of suburbanization increased in the 1950s and 1960s, as racial integration of both city schools and neighborhoods increased. Driven by racism, many whites sought to escape these changes by moving to all-white suburbs (605-607).

The cities were deeply affected by this shift in population. As more people left, businesses and jobs soon followed. This contributed to a shrinking tax base, with the result that city governments found it harder to maintain city services. Banks began to redline certain deteriorating, and changing, neighborhoods; people in those neighborhoods found it

harder to obtain loans for housing or business purposes. You might also point out how these population changes also contribute to the development of metropolises and megalopolises (595). This, in turn, leads to increased environmental problems like air pollution.

CHAPTER 21

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **c** The *incorrect* statement is that “He proposed that a collective mind develops once a group of people congregate.” It was Gustave LeBon, not Charles Mackay, who suggested that the crowd develops a collective mind. (614)
2. **d** Gustave LeBon's term for the tendency of people in a crowd to feel, think, and act in extraordinary ways is collective mind. (614)
3. **c** Social unrest is the condition most conducive to the emergence of collective behavior. (615)
4. **a** A back-and-forth communication between the members of a crowd whereby a collective impulse is transmitted is a circular reaction. (615)
5. **d** "All of the above" is correct. *Acting crowd* is a term coined by Herbert Blumer, is an excited group that collectively moves toward a goal, and is the end result of the five stages of collective behavior. (615)
6. **b** Richard Berk used the term "minimax strategy" to describe the tendency for humans to minimize costs and maximize rewards. This is true regardless of whether an individual is deciding what card(s) to discard in a poker game or what store to loot in an urban riot. (616)
7. **a** The development of new norms to cope with a new situation is emergent norms. (617)
8. **a** The ego-involved has the most important role. Because this individual feels a personal stake in the unusual event, he/she may step forward to make suggestions about what should be done or will simply take action. (617)
9. **c** Urban riots are usually caused by feelings of frustration and anger at being deprived of the same opportunities as others. (617-618)
10. **c** Sociologists refer to unfounded information spread among people as rumor. (619)
11. **b** A behavior that results when people become so fearful that they cannot function normally, and may even flee is a panic. (621)
12. **b** Sociologists have found that when a disaster such as a fire occurs, some people continue to perform their roles. (621-622)
13. **b** Moral panics are generally fed by rumor, information for which there is no discernible source and which is usually unfounded. (622)
14. **d** A temporary pattern of behavior that catches people's attention is a fad. (624)
15. **d** The bungalow house, the mini skirt, and the use of the word “cool” are all examples of fashion. We tend to think that the term fashion applies only to clothing, but it call also refer to furniture, hairstyles, and even the design and colors of buildings. Sociologist John Lofland points out that fashion also applies to language. (625)
16. **b** Social movements that seek to change people totally are redemptive social movements. (626)
17. **d** A social movement that seeks to change society totally is a transformative social movement. (626)
18. **a** The Women’s Christian Temperance Union, a powerful social movement in the late nineteenth and early twentieth centuries, is an example of an alterative social movement. Its goal was to alter the drinking behavior of individuals. (627)
19. **c** A millenarian movement is based on the prophecy of coming social upheaval. (628)
20. **c** This new type of social movement that has developed because many issues of concern today cross national boundaries is called a transnational social movement.

- Examples are the women's movement, labor movement, environmental movement, and the animal rights movement. (628-629)
21. **d** "All of the above" is correct. Levels of membership in social movements include the inner core, the committed, and a wider circle of members. (629)
 22. **d** The public that social movements face can really be divided into sympathetic public, hostile public, and disinterested people. (629)
 23. **d** "All of the above" is correct. In deciding on what tactics to use, the inner core is influenced by its own predispositions and background, as well as its relationship to authorities. Research by Ellen Scott demonstrates that factors like friendship, race/ethnicity, and even the size of the town are important in determining tactics. (629)
 24. **b** How people think about some issue is public opinion. (630)
 25. **b** Although the term is often used to refer to a one-sided presentation of information that distorts reality, it is actually a neutral word. (630-633)
 26. **d** "All of the above" is correct. Advertising is a type of propaganda, an organized attempt to manipulate public opinion, and a one-sided presentation of information that distorts reality. (631)
 27. **d** All of the answers are correct. The mass media are the gatekeepers to social movements; they engage in biased reporting, controlled and influenced by people who have an agenda to get across; and they are sympathetic to some social movements, while ignoring others; it all depends on their individual biases. (631)
 28. **c** According to William Kornhauser's mass society theory, as societies become more industrialized, bureaucratized, and impersonal, members of such mass societies experience feelings of isolation. For them, social movements fill a void, because they offer them a sense of belonging. (634)
 29. **c** The *incorrect* statement is that "Despite any similarities, the agent provocateur may feel with members of the social movement, this is a very effective strategy for undermining social movements because the agent provocateur is never tempted to switch sides and join the social movement." In fact, it sometimes happens that agent provocateurs do convert to the social movement on which they are spying. Because of the similarities in their background, they are likely to sympathize with the group's goals and to become disenchanted with trying to harm the group. Additionally, as they try to position themselves at the center of the movement, they end up spending hours with the group's most committed members and may become friends. (636)
 30. **b** In order to turn a group of people who are upset about a social condition into a social movement, there must be resource mobilization. The resources that must be mobilized include time, money, people's skills, technologies such as direct mailings and fax machines, attention by the mass media, and even legitimacy among the public and authorities. (637)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *True.* (614)
2. *True.* (614)
3. *False.* The term *circular reaction* refers to the back-and-forth communication that goes on; it can create a *collective impulse* that comes to dominate people in the crowd. This collective impulse, similar to the collective mind described by Gustave LeBon, leads people in the crowd to act on any suggestion that is put forth. (615)
4. *True.* (615)
5. *False.* The term acting crowd is not applied just to violent activities such as lynch mobs or people engaged in riots. It includes such diverse activities as food fights! (616)
6. *True.* (617)
7. *True.* (617)
8. *True.* (619)
9. *True.* (624)

CHAPTER-BY-CHAPTER ANSWER KEY

10. *False.* Urban legends are not just another kind of rumor. According to Jan Brunvand, they are passed on by people who think that the event happened to "a friend of a friend"; he sees them as modern morality stories, teaching us moral lessons about life. (624)
11. *True.* (626)
12. *False.* Not all social movements seek to change society; some seek to change people. (626)
13. *True.* (629)
14. *False.* Propaganda and advertising are not quite different from one another. In essence, advertising is a type of propaganda because it fits both the broad and the narrow definition of propaganda perfectly. (630)
15. *False.* Deprivation theory and relative deprivation theory are not identical perspectives. Deprivation theory is based on the idea that people who are deprived of things deemed valuable in society join social movements with the hope of redressing their grievances. Relative deprivation theory asserts that it is not people's actual negative conditions that matters but, rather, it is what people think they should have relative to what others have, or even compared with their own past or perceived future. (634-635)
16. *False.* For some, moral shock, a sense of outrage at finding out what is really going on, is the motivating factor in deciding to join a social movement. (635-636)
17. *False.* There is evidence that at times the agent provocateur has been able to push the social movement into illegal activity. (636)
18. *False.* Resources mobilization precedes the organization and institutionalization of a social movement. (637)
19. *False.* In the final stage of a social movement, decline is not always certain. Sometimes an emerging group with the same goals and new leadership will take over the "cause." (637)
20. *True.* (637)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. circular reaction (615)
2. rational (617)
3. riots (618)
4. panics (622)
5. Moral panics (624)
6. fads (624)
7. social movement (626)
8. prophecies (627)
9. metaformative (628)
10. inner core (628)
11. mass media (630)
12. isolated (634)
13. moral (635)
14. Agent provocateur (636)
15. decline (638)

ANSWERS TO MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

1. j Charles Mackay: *herd mentality*
2. e William Kornhauser: *mass society theory*
3. f Robert Park: *social unrest and circular reaction*
4. a Ralph Turner and Lewis Killian: *emergent norms*
5. h Gustave LeBon: *collective mind*
6. d David Aberle: *classified social movements by type and amount of social change*
7. i Herbert Blumer: *the acting crowd*

8. c Richard Berk: *minimax strategy*
9. b Jan Brunvand: *urban legends*
10. g Mayer Zald: *social movements are like a rolling sea*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *Compare and contrast the early explanations of collective behavior, as advanced by Charles Mackay, Gustave LeBon, Robert Park and Herbert Blumer, with more contemporary explanations developed by Richard Berk, Ralph Turner and Lewis Killian.*

You must first discuss the elements that these different theories have in common and then move on to the elements that separate them. First, they are all trying to explain why people act differently when they are swept up into a crowd of people. That is probably the single point on which there is agreement. The early explanations focused on the individual and how he or she was affected by forces outside themselves. Mackay talked about the herd, LeBon the collective mind, and Park the collective impulse (614-615). While Blumer developed a more systematic explanation, he also focused on events outside of the individual that impacted on his or her behavior (615-616). In contrast, the more contemporary explanations focus on the individual as a rational actor. Berk depicts humans as calculating, weighing the costs against the benefits before taking any action (617). Turner and Killian also see humans as rational; in their work they argue that people develop new norms when confronted with new and unfamiliar situations. They also suggest that there are different kinds of participants, with different motives for being involved (617-618).

2. *Develop an explanation as to why panics, rumors, and urban legends thrive in society.*

You could begin this essay by defining what each of these different forms of collective behavior is. A panic is when people are so fearful of something that they cannot function normally and may even flee. A rumor is information for which there is no discernible source and which is usually unfounded. An urban legend is a story with an ironic twist that sounds realistic but is false. What all three of these have in common is that they develop when people are anxious about changes that are occurring in their environment and where there is a certain degree of ambiguity.

One reason why these thrive in society is because of social change. In times of change, when the old, established and comfortable ways are disappearing, people are often susceptible to rumors and urban legends that restore some degree of certainty in their lives. Conditions of change can also produce fear of the unknown future in people, which leaves them open to panic when something unforeseen occurs. (617-626)

3. *Discuss the different theories about why people join social movements and consider how they could all be accurate.*

The text presents three different theories about why most people get involved in social movements: mass society theory, deprivation theory, and ideological commitment theory (pp. 634-5). Each provides us with an understanding of why some people get involved, but no one theory explains why all people become involved in social movements. One theory may be more appropriate at explaining why some people get involved in some social movements but not others. By using all three, we come away with a better understanding of the process by which individuals are drawn into social movements. You might also want to tie this discussion to that of the different types of social movements (626-627) and the different types of members (628-629). For example, those people at the core of the movement may be connected for moral or ideological reasons, while those further out, such as the committed or less committed, may be involved because they feel isolated or alienated by modern society. Finally, a small number of people become involved in order to spy on the movement and sabotage its activities. You should mention the special case of the agent provocateur (636).

CHAPTER-BY-CHAPTER ANSWER KEY

4. *Explain what propaganda is and why it is so important in the development of social movements.*

Begin by referring to the resource mobilization theory of social movements. As sociologists have noted, a crucial factor in enabling a social movement to move beyond the first stage is resource mobilization — finding time, money, and skilled individuals for the movement, as well as gaining the attention of the mass media. There may be many people who are upset about a situation or condition, but they need to be mobilized. One of the primary ways in which this is accomplished is through propaganda.

Propaganda is simply the presentation of information in an attempt to influence people. In particular, the movement will want to use propaganda in order to attract members of the sympathetic public to its cause. It may also be important to try to reach members of the disinterested public with propaganda. Because these people do not care about the issue, or may even be unaware of the issue, propaganda can be a critically important tool in trying to win them to the cause.

The mass media is important to the social movement. Because of this, they are often referred to as the gatekeepers to the social movement. Depending on the type of connection to the media that develops, media propaganda will be sympathetic to or unfavorable toward the social movement. Either way, the success of the movement in getting its message across will hinge on the type of propaganda the media put forth. (630-634)

5. *Consider why the author combined the topics of collective behavior and social movements in one chapter.*

Different types of collective behavior, such as riots, panics, rumors, fads, and urban legends, which are largely unorganized and temporary, seem to be incompatible with social movements, which are generally well-organized and more long-lasting. So why did the author include these two within the same chapter? One point you might want to make is that both involve large numbers of people. Both emerge out of circumstances or situations of uncertainty, change, or ambiguity. And although one is fleeting, while the other hangs around for a while, neither is institutionalized and lasts across generations.

CHAPTER 22

ANSWERS FOR MULTIPLE CHOICE QUESTIONS

1. **d** The shift in the characteristics of culture and society over time is social change. (644)
2. **c** Henslin identifies the invention of the microchip as the fourth social revolution. (644)
3. **a** Max Weber identified religion as the core reason for the development of capitalism. (645)
4. **a** The *incorrect* statement is, “Most social statuses are ascribed.” In fact, most social statuses in a modern society are achieved statuses. (645)
5. **a** Russia recently became part of the G-8. (647)
6. **b** China (647)
7. **c** Unilinear evolution theories assume that all societies follow the same path, evolving from simple to complex through uniform sequences. (648)
8. **b** Today, evolutionary theories have been rejected because the assumption of progress has been cast aside. (648)
9. **b** Cyclical theory attempts to account for the rise of entire civilizations, rather than a particular society. (648)
10. **b** According to Karl Marx, each ruling class sows the seeds of its own destruction. (649)
11. **a** Capitalism, bureaucracy, and the corporation are all examples of social invention. (649)

12. **b** Ogburn called the process of change that involves new ways of seeing reality as discovery. The other two processes he identified were invention and diffusion. (650)
13. **b** The situation in which some elements of a culture adapt to an invention or discovery more rapidly than others is cultural lag. (650)
14. **c** Ogburn's analysis has been criticized because it places too great an emphasis on technology as the source for almost all social change. Technology and social change actually form a two-way street: technology leads to social change and social change leads to technology. (650)
15. **d** All of the choices refer to technology; it includes items that people use to accomplish a wide range of tasks; the skills and procedures that are employed in the development and utilization of tools; and tools ranging from combs or hairbrushes to computers and the Internet. (650)
16. **b** According to Karl Marx, the change to the factory system produced alienation. (652-653)
17. **b** The fact that as men were drawn out of their homes to work in factories, family relationships changed is an example of how technology contributes to changes in social relationships. (653)
18. **c** Henslin suggests that computers are providing students to study new subjects because they can access courses on-line. Computers are also changing the way students learn and widening the gap between wealthy and poor school districts. The one thing that he does not mention is that computers are increasing the opportunities for teachers and administrators to carry out surveillance against students. (657)
19. **c** Henslin suggests that computers are altering social relationships, changing the way we do work, and reversing the location of where work is done – not increasing social interaction. (657)
20. **a** 300 million. (659)
21. **b** One concern about the expansion of the information superhighway is social inequalities will become greater, both on a national and global basis. (659)
22. **a** A sustainable environment is a world system in which the physical environment is used to meet human needs without destroying humanity's future. (660)
23. **a** While all regions of the world contribute to the world's environmental problems, the Most Industrialized Nations are considered the major polluters. (660)
24. **d** Acid rain, the greenhouse effect, and global warming are all consequences of burning fossil fuels. (662)
25. **c** Conflict theorists note that there is no energy shortage. Rather, they argue that multinational corporations are unwilling to develop alternative energy sources, because it would threaten their monopoly over existing fossil fuels and cut into their profits. (662)
26. **b** Racial minorities and the poor are disproportionately exposed to environmental hazards. (662)
27. **a** The major source of pollution is likely to become the Least Industrialized Nations. (663)
28. **c** The disappearance of the world's rain forests presents the greatest threat to the survival of numerous plant and animal species. (663)
29. **d** "All of the above" is correct. Environmental sociology examines how the physical environment affects human activities; how human activities affect the physical environment; and the unintended consequences of human actions. (666)
30. **b** The goal of environmental sociologists is to do research on the mutual impact that individuals and environments have on one another. (666)

ANSWERS FOR TRUE-FALSE QUESTIONS

1. *False*. The rapid social change that the world is currently experiencing is not a random event. It is the result of fundamental forms unleashed many years ago. (644)

CHAPTER-BY-CHAPTER ANSWER KEY

2. *False.* Our lives today are being vitally affected by a *fourth*, not a third, social revolution. This revolution has been stimulated by the invention of the microchip. (644)
3. *True.* (645)
4. *True.* (645)
5. *True* (647).
6. *False.* The assumption of evolutionary theories that all societies progress from a primitive state to a highly complex state has not been proven. With Western culture in crisis, it is no longer assumed that it holds the answers to human happiness; consequently, the assumption of progress has been cast aside and evolutionary theories have been rejected. (648)
7. *True.* (648)
8. *True.* (649)
9. *True.* (649-650)
10. *True.* (650)
11. *False.* Technology is a very powerful force for social change because it alters the ways in which those tools are used. (650)
12. *True.* (652)
13. *False.* Technology not only produces ideological changes, it can also transform social values. For example, today's emphasis on materialism depends on a certain state of technology. (653)
14. *False.* The use of computers in education is likely to increase, rather than decrease, the social inequality between school districts, because poor districts will not be able to afford the hardware. (657)
15. *True.* (657)
16. *True.* (659)
17. *True.* (660)
18. *True.* (662)
19. *False.* Scientists are not in agreement that the problems of acid rain and the greenhouse effect must be solved quickly. Some even doubt that the greenhouse effect exists. (662)
20. *True.* (666)

ANSWERS TO THE FILL-IN-THE-BLANK QUESTIONS

1. modernization (645)
2. information (646)
3. destruction (649)
4. William Ogburn (650)
5. technology (651)
6. Karl Marx (652)
7. capitalism (660)
8. Most Industrialized Nations (660)
9. Corporate (660)
10. green (665)
11. global (662)
12. energy (662)
13. environmental injustice (662)
14. Indian (664)
15. Environmental (666)

ANSWERS TO MATCH THESE CONCEPTS WITH THEIR DEFINITIONS

1. d acid rain: *sulfuric and nitric acid combined with moisture*
2. e diffusion: *spread of invention or discovery from one place to another*
3. g discovery: *a new way of seeing reality*

4. h invention: *combining existing elements to form new ones*
5. i global warming: *an increase in the earth's temperature*
6. j ecosabotage: *undermining efforts harmful to the environment*
7. a alienation: *workers' lack of connection to the product of their labor*
8. b cultural lag: *human behavior lagging behind technological innovation*
9. f modernization: *process of change from traditional to contemporary society*
10. c postmodern: *another term for post-industrial*

GUIDELINES FOR ANSWERING THE ESSAY QUESTIONS

1. *The author of your text suggests that social movements reveal the cutting edge of change in a society or across the globe. In Chapter 21, you learned about different social movements and in this chapter there is discussion of the environmental movement. Discuss a specific social movement in terms of what it reveals about social change.*

Let's use the discussion of abortion that is presented at the end of Chapter 21 (638-639). The fact that there are opposing groups that have organized around this issue suggests that this is an extremely controversial one. The question you need to answer is, what does this suggest about our society and change? First, you need to consider the history of this struggle. Until 1973, abortions were illegal in this country. In the decade immediately preceding *Roe v. Wade*, a revitalized women's movement made abortion rights one of its issues. Bear in mind that this was a period in which our understanding of, and expectations about, women's role in society was changing. The Supreme Court ruling was considered a major victory for the champions of the pro-choice side.

In the aftermath of that decision, an opposing movement emerged. This prolife group was reacting not only to the decision by the Supreme Court, but also to the broader changes that were occurring in the context of women's roles. Many of the supporters of this view believe that if a woman becomes pregnant, it is her duty to have the child. They see women who advocate for the right to control their own reproductive rights as potential murderers — too self-centered to put the lives of their unborn child ahead of their own desires for school or career. If you stop and think about this, what they are reflecting is a traditional view of womanhood as wife and mother.

In most instances, it is possible to look beyond the surface arguments to see how a social movement is advocating or resisting a change in society. You just need to use your sociological imagination to do that.

2. *Discuss Ogburn's three processes of social change, provide examples to illustrate each, and evaluate the theory.*

This is a fairly straightforward essay question. What you need to do is discuss each of Ogburn's processes — invention, discovery, and diffusion — and provide examples for each (649-50). Your conclusion would be an evaluation of the theory. How accurately do you think it explains the process of social change? Do you agree with the critics or do you think Ogburn is basically correct in his assumption that the material changes first and that the symbolic culture follows (650)?

3. *Choose a particular technology, such as the computer or another technology, and discuss what impact it has had on U.S. society.*

The author presents four different ways in which technology can transform society: changes in social organization, changes in ideology, transformation of values, and transformation of social relationships (650-656). The first part of your essay should include some discussion of these four. Then you would want to discuss how one particular technology affects these five different aspects of social life. The book provides information on computers but you could choose another one, such as the automobile, television, airplanes, and the telephone, to name a few significant ones. Remember to provide examples to illustrate each aspect.

4. *Discuss the role that global stratification plays in the worldwide environmental problems.*

For this essay you would want to first divide the world into three camps: the Most Industrialized Nations, the Industrializing Nations, and the Least Industrialized Nations. Next, discuss the type of environmental problems and the source of those problems within each of the worlds of industrialization (660-665). You would also want to talk about how these three worlds are interconnected when it comes to environmental problems; pollution and environmental degradation does not stop at national boundaries. It is important to bring into your discussion how the global inequalities that were first discussed in Chapter 9 play a critical role in global pollution.

5. *Consider whether it is possible for us to achieve a sustainable environment.*

Begin with a definition of a sustainable environment — a world system in which we use our physical environment to meet our needs without destroying humanity's future (660). As the author notes, we cannot continue to trash the earth, to rape the environment for the sake of profits. In this chapter, you have learned that much of the problem lies with industrialization and a capitalist economic system. For most of the industrialized world, the message has been "growth at any cost." And now, as the Industrializing Nations and the Least Industrialized Nations make an attempt to catch up with the Most Industrialized Nations, they too are forsaking the environment in the name of industrialization.

It is the goal of capitalism to produce in order to make a profit and this has two consequences for the environment. First, as capitalist enterprises seek new ways to lower costs, they are increasingly locating production facilities in countries with few environmental regulations, since having to comply with the environmental standards imposed by the Most Industrialized Nations often increases the cost of production and lowers the profit margin. Second, capitalist enterprises have got to sustain a market for their products so consumers have got to consume at a high level in order to maximize sales. We, like other industrialized nations, have become a disposable economy; the time before a product becomes obsolete has shrunk and we throw away our outdated products rather than recycle or reuse. This has produced enormous problems around garbage disposal.

The question then is, can we control the growth machine? Here's where you can use all the knowledge you have gained over the semester about stratification and inequality, as well as the power of social movements to bring about change. Consider the issues of capitalism, of global stratification, and other the global environmental movement as you frame your conclusions.