

Ravelli/Webber, *Exploring Sociology: Concise Edition*, First Edition
Chapter 2

1) The idea that people are responsible for creating the social world around them was completely accepted by those who believed that human beings existed by virtue of God's will.

a. True

Incorrect: *Incorrect*

b. False

Correct: *Correct*

Answer: b

Diff: Challenging

Type: TF

Page Reference: 30

Skill: Conceptual

Objective: Describe what it means to think theoretically and define Enlightenment thinking.

2) Before the Enlightenment, people's thinking was primarily directed by God, the Church, and the aristocracy.

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Easy

Type: TF

Page Reference: 30

Skill: Applied

Objective: Describe what it means to think theoretically and define Enlightenment thinking.

3) Enlightenment thinkers suggested that individuals had limited human agency due to divine intervention.

a. True

Incorrect: *Incorrect*

b. False

Correct: *Correct*

Answer: b

Diff: Easy

Type: TF

Page Reference: 30

Skill: Conceptual

Objective: Describe what it means to think theoretically and define Enlightenment thinking.

Chapter 2

4) The Enlightenment reinforced traditional ways of knowing.

a. True

Incorrect: *Incorrect*

b. False

Correct: *Correct*

Answer: b

Diff: Easy

Type: TF

Page Reference: 30

Skill: Applied

Objective: Describe what it means to think theoretically and define Enlightenment thinking.

5) The conservative reaction to the Enlightenment was based on the belief that society is not the product of individuals but rather an entity in itself.

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Moderate

Type: TF

Page Reference: 30

Skill: Conceptual

Objective: Describe what it means to think theoretically and define Enlightenment thinking.

6) Functionalists compare the workings of society to the human body in what is known as the organic analogy.

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Easy

Type: TF

Page Reference: 31

Skill: Conceptual

Objective: Describe and critique functionalism and the contributions of its principal theorists.

7) A guiding metaphor that functionalism uses to study society is the "body."

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Moderate

Type: TF

Page Reference: 31

Skill: Conceptual

Objective: Describe and critique functionalism and the contributions of its principal theorists.

8) Some sociologists link functionalism to the conservative reaction movement.

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Moderate

Type: TF

Page Reference: 31

Skill: Applied

Objective: Describe and critique functionalism and the contributions of its principal theorists.

9) Conflict theorists suggest that those in power should stay in power because it results in stability.

a. True

Incorrect: *Incorrect*

b. False

Correct: *Correct*

Answer: b

Diff: Moderate

Type: TF

Page Reference: 36–37

Skill: Conceptual

Objective: Describe and critique conflict theory and the contributions of its founding theorists.

10) Functionalist theorists offer no account of social change in their emphasis on stability and equilibrium.

a. True

Incorrect: *Incorrect*

b. False

Correct: *Correct*

Answer: b

Diff: Challenging

Type: TF

Page Reference: 36

Skill: Applied

Objective: Describe and critique functionalism and the contributions of its principal theorists.

11) According to conflict theorists, society is an arena of inequality and struggle.

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Easy

Type: TF

Page Reference: 36–37

Skill: Conceptual

Objective: Describe and critique conflict theory and the contributions of its founding theorists.

12) For symbolic interactionists, human actors are the product of external and constraining social forces.

a. True

Incorrect: *Incorrect*

b. False

Correct: *Correct*

Answer: b

Diff: Easy

Type: TF

Page Reference: 42

Skill: Conceptual

Objective: Describe and critique symbolic interactionism and the contributions of its founding theorists.

13) Weber's emphasis on *verstehen* significantly challenges positivist-oriented social science.

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Moderate

Type: TF

Page Reference: 43

Skill: Conceptual

Objective: Describe and critique symbolic interactionism and the contributions of its founding theorists.

14) According to Mead, human behaviour is the product of interaction with others.

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Moderate

Type: TF

Page Reference: 43–44

Skill: Conceptual

Objective: Describe and critique symbolic interactionism and the contributions of its founding theorists.

15) Karl Marx would view our current university system as a functional and practical way to help young people fulfill their wants and desires.

a. True

Incorrect: *Incorrect*

b. False

Correct: *Correct*

Answer: b

Diff: Easy

Type: TF

Page Reference: 38

Skill: Applied

Objective: Describe and critique conflict theory and the contributions of its founding theorists.

16) Gramsci accepted Marx's analysis of the struggle between the ruling class and the subordinate working class but diverged from Marx in how the ruling class ruled.

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Easy

Type: TF

Page Reference: 48

Skill: Factual

Objective: Describe Antonio Gramsci's Marxist concept of hegemony.

17) Gramsci's notion of hegemony is static, constantly negotiated and renegotiated.

a. True

Incorrect: *Correct*

b. False

Correct: *Incorrect*

Answer: b

Diff: Moderate

Type: TF

Page Reference: 49

Skill: Conceptual

Objective: Describe Antonio Gramsci's Marxist concept of hegemony.

18) Feminist theory has one strand that attempts to explain how women are oppressed.

a. True

Incorrect: *Correct*

b. False

Correct: *Incorrect*

Answer: b

Diff: Easy

Type: TF

Page Reference: 50

Skill: Factual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

19) In virtually every society, men (and those things associated with men) are held in higher regard than women.

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Easy

Type: TF

Page Reference: 50

Skill: Factual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

20) Dorothy Smith's sociology is one solely for women.

a. True

Incorrect: *Correct*

b. False

Correct: *Incorrect*

Answer: b

Diff: Moderate

Type: TF

Page Reference: 50–51

Skill: Factual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

21) Dorothy Smith's sociology begins in people's everyday experiences, otherwise known as their actualities.

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Moderate

Type: TF

Page Reference: 51

Skill: Factual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

22) Post-structuralists argue that scientific knowledge is always value laden.

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Easy

Type: TF

Page Reference: 54

Skill: Factual

Objective: Explain the major post-structural concepts of Michel Foucault.

23) According to Dorothy Smith, by giving primacy to the concepts and topics recognized by the discipline of sociology, sociology has failed to move beyond hegemonic ways of knowing.

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Challenging

Type: TF

Page Reference: 50–51

Skill: Conceptual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

24) According to bell hooks, the women's movement in the 1960s paid little attention to the realities of black women's lives.

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Moderate

Type: TF

Page Reference: 53

Skill: Factual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

25) According to Michel Foucault, power is distinct from knowledge.

a. True

Incorrect: *Incorrect*

b. False

Correct: *Correct*

Answer: b

Diff: Easy

Type: TF

Page Reference: 55

Skill: Factual

Objective: Explain the major post-structural concepts of Michel Foucault.

26) According to Foucault, power is something possessed by one individual over another.

a. True

Incorrect: *Incorrect*

b. False

Correct: *Correct*

Answer: b

Diff: Moderate

Type: TF

Page Reference: 55

Skill: Conceptual

Objective: Explain the major post-structural concepts of Michel Foucault.

27) Going on a diet is an example of self-policing, from a Foucauldian perspective.

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Moderate

Type: TF

Page Reference: 54

Skill: Applied

Objective: Explain the major post-structural concepts of Michel Foucault.

28) Queer theory is based on liberal-humanist assumptions.

a. True

Incorrect: *Incorrect*

b. False

Correct: *Correct*

Answer: b

Diff: Moderate

Type: TF

Page Reference: 56–57

Skill: Conceptual

Objective: Explain the three principal areas of queer theory.

29) Queer theorists are primarily interested in subversive sexualities.

a. True

Incorrect: *Incorrect*

b. False

Correct: *Correct*

Answer: b

Diff: Moderate

Type: TF

Page Reference: 57

Skill: Conceptual

Objective: Explain the three principal areas of queer theory.

30) According to Foucault, when females wear makeup and high heels, they are disciplining their bodies.

a. True

Correct: *Correct*

b. False

Incorrect: *Incorrect*

Answer: a

Diff: Easy

Type: TF

Page Reference: 55

Skill: Conceptual

Objective: Explain the major post-structural concepts of Michel Foucault.

Chapter 2

1) Develop an essay in which you discuss the relationship between Enlightenment thinking and the birth of sociology.

Answer:

The textbook argues that sociology was born not from the revolutionary ideas of Enlightenment thinking but, rather, from the conservative reaction against them. Before the Enlightenment, people's thinking was directed by God, the Church, and the aristocracy. Enlightenment thinking, however, promoted human agency and, thus, was a clear continuation of the writings of Hobbes, Locke, Montesquieu, and Rousseau. Today, seeing ourselves as engaged and autonomous beings seems obvious, but at the time this independence of thought created a great deal of turmoil, not only for the Church but also for society as a whole. The Enlightenment was nothing less than a reordering of how people saw the world and their role in it.

Enlightenment philosophers challenged many beliefs that were grounded in tradition (e.g., inherited titles and wealth that were not based on demonstrated ability or skill) and encouraged the ability of the masses to take control of their lives and challenge their oppressors. This ultimately led to the American and French revolutions, which resulted in thousands of deaths. Both revolutions had a lasting influence: for the first time in history, entire societies were completely reorganized according to the secular ideals of social equality and liberty.

However, the chaos and disruption brought on by these ideals of individual autonomy, liberty, and the primacy of rationality and reason were challenged by conservatives who promoted a return to earlier times when society was more stable. In effect, conservatives challenged the very basis of Enlightenment thinking. After all, they would suggest, the culmination of that thinking led to revolution, something no one should want. As discussed, one of the guiding principles of the Enlightenment was the belief in individual autonomy and the absolute necessity of independent thought and reflection. To Enlightenment thinkers, the individual was the building block for the entire society. In contrast, conservatives believed that society is not the product of individuals but, rather, an entity in itself, independent and separate from the individuals who make it up. Enlightenment and conservative perspectives are both represented in sociology through the micro (individual) and macro (society-wide) approaches, respectively.

Diff: Moderate

Type: ES

Page Reference: 30–31

Skill: Conceptual

Objective: Describe what it means to think theoretically and define Enlightenment thinking.

2) Compare and contrast functionalism and conflict theory as they are discussed in the text. How would the two perspectives explain crime? Which perspective do you agree with on this issue and why?

Answer:

Chapter 2

Functionalists view the social world as a dynamic system of interrelated and interdependent parts. Social structures exist to help people fulfill their wants and desires as defined by social values.

Conflict theory is based on the assumption that society is grounded on inequality and competition over scarce resources that ultimately result in conflict, which often inspires social change. Two basic principles that all conflict theorists share are (1) power is the core of all social relationships and is scarce and unequally divided among members of society, and (2) social values and the dominant ideology are vehicles by which the powerful promote their own interests at the expense of the weak.

For functionalists, crime might be considered functional or dysfunctional, whereas conflict theorists would view crime as a product of an unequal system that produces inequality between those in power and those who are marginalized. In the latter case, crime reflects the interests of those in power.

Diff: Challenging

Type: ES

Page Reference: 31–36, 36–41

Skill: Applied/Conceptual

Objective: Describe and critique functionalism and the contributions of its principal theorists. Describe and critique conflict theory and the contributions of its founding theorists.

3) Discuss Talcott Parson's four functional imperatives (AGIL) required for social equilibrium.

Answer:

1. **Adaptation:** The social system must be able to gather and distribute sufficient environmental resources. Further, the system must be able to adapt to changes in the environment or manipulate the environment to achieve system needs.

2. **Goal attainment:** The system needs to establish clear goals and priorities. The central question that goal attainment must answer for the social system is how to use legitimate power to implement social decisions.

3. **Integration:** The system needs to maintain solidarity within it as well as have the different units in society work together. The system must coordinate and adjust to the needs and aspirations of the various subgroups in society. It must find ways to motivate actors to play their roles and to regulate their actions when they do not.

4. **Latency:** The system needs to motivate individuals to release their frustrations in socially appropriate ways, and to the imperatives of tension maintenance and pattern maintenance. To maintain equilibrium, the social system must find ways to both motivate individual actors and provide them with opportunities to release their frustrations in socially sanctioned ways.

Diff: Moderate

Type: ES

Page Reference: 35–36

Skill: Conceptual/Applied

Objective: Describe and critique functionalism and the contributions of its principal theorists.

4) Use Parson's four-step process to explain the motivations and goals of students in post-secondary institutions.

Answer:

Parsons viewed people as "actors" in that they played roles either as individuals or as collectives, and he outlined a four-step process to explain their motivations and goals. First, actors are *motivated* to achieve a goal or end as defined by the cultural system in which they live. For example, your decision to attend university or college and achieve good grades occurred because you are motivated to have a productive and satisfying career, which you believe requires a post-secondary education. Second, actors must find the *means* to achieve their goals. Students need to gather the financial resources necessary to cover the costs of going to school (e.g., tuition, books, living expenses). Third, actors need to face the challenging *conditions* that stand in the way of achieving their goals. Students may have to complete difficult required courses, take classes from teachers who are hard to understand, and write term papers on topics in which they are not interested. Finally, actors must work within the *social system* to achieve their goals. Students are required to pay all of their fees on time and comply with the rules of the institution.

Diff: Moderate

Type: ES

Page Reference: 34–36

Skill: Conceptual/Applied

Objective: Describe and critique functionalism and the contributions of its principal theorists.

5) Discuss four of the seven fundamental principles of symbolic interactionism.

Answer:

Symbolic interactionism maintains seven fundamental principles:

1. Unlike other animals, human beings have the capacity for thought.
2. Human thinking is shaped by social interaction.
3. In social settings, people learn meanings and symbols that allow them to exercise their distinctively human capacity for thought.
4. Meanings and symbols enable people to carry on uniquely human actions and interactions.
5. People are able to change meanings and symbols that they use given their interpretation of various social situations.
6. People are able to make these modifications in part because they have the unique ability to interact with themselves. By doing so, they examine different courses of actions and select the one with the most advantages and the least disadvantages.
7. The culmination of patterns of action and interaction make up groups and societies.

Diff: Challenging

Type: ES

Page Reference: 42–43

Chapter 2

Skill: Factual

Objective: Describe and critique symbolic interactionism and the contributions of its founding theorists.

6) Compare and contrast the theories of Marx and Gramsci, and particularly their concepts of ideology and hegemony.

Answer:

Gramsci accepted Marx's analysis of the struggle between the ruling class and the subordinate working class, but he diverged from Marx in his analysis of *how* the ruling class ruled. Marx had explained that the ruling class dominated through both force and coercion, using the strong arm of the state—that is, the police and the military. However, absent from this analysis, according to Gramsci, was a consideration of the ruling class's subtle yet insidious *ideological* control and manipulation.

Hegemony refers to ideological control and consent. According to Marx and Engels, "The ideas of the ruling class are in every epoch the ruling ideas." Ideological control, then, means that a society's dominant ideas reflect the interests of the ruling class and help to mask social inequalities. Note that hegemony also involves *consent*. Gramsci argued that regardless of how authoritarian a regime may be, no regime would be able to maintain its rule by relying principally on organized state power and armed force. Rather, to enjoy longevity and stability of rule, a regime must have the allegiance of the masses. So, the hegemony of the dominant group's ideas and cultural forms works by bringing about the consent of the subordinate class.

Diff: Challenging

Type: ES

Page Reference: 48

Skill: Conceptual

Objective: Describe and critique conflict theory and the contributions of its founding theorists.

Describe Antonio Gramsci's Marxist concept of hegemony.

7) Compare and contrast Marx's and Smith's ideas of ruling relations and where the power lies in society.

Answer:

Marx argued that the ruling class dominated through both force and coercion, using the strong arm of the state—that is, the police and the military, as well as through ideological control; the ruling ideas. He and Engels stated that, "The ideas of the ruling class are in every epoch the ruling ideas." Ideological control, then, means that a society's dominant ideas reflect the interests of the ruling class and help to mask social inequalities.

Smith argues that experiences are often the result of ruling relations in everyday circumstances. She uses the concept of **ruling** to indicate the "socially organized exercise of power that shapes people's actions and their lives." Ruling relations are the abstract, conceptual, and "extra-locally organized relations of state, professions, corporations, academic discourses, mass media and so on." These ruling relations exist in a generalized form and work to coordinate, from outside, the local sites of our bodies, what people do

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(their actions). After all, our experiences are not entirely shaped by daily interactions; rather, our experiences are often the result of ruling relations in everyday circumstances.

Diff: Challenging

Type: ES

Page Reference: 48, 50–51

Skill: Conceptual

Objective: Describe and critique conflict theory and the contributions of its founding theorists. Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

8) Explain how post-structuralists challenge the views of Enlightenment thinkers, with support from Foucault's theories of knowledge and power.

Answer:

Enlightenment thinking views scientific knowledge as being the key to human freedom. As such, "truth" or knowledge is something that can be produced outside of power relations and therefore can be objective. Post-structuralists challenge this view, arguing that scientific knowledge, or ideas about absolute "truth," cannot stand outside power relations. This means that to study the underlying structures of a cultural object, such as a text or a film—as structuralists do—is to analyze it from the perspective of social relations that already exist. *Post*-structuralists, then, are concerned with how knowledge is socially *produced*.

According to Foucault, power is linked with knowledge in that truths or facts are contextual, meaning that they can never be separated from the relations of power that they are produced within. To know something (particularly the "truth" about something or someone) is to exercise power.

Diff: Challenging

Type: ES

Page Reference: 54–55

Skill: Conceptual

Objective: Describe what it means to think theoretically and define Enlightenment thinking. Explain the major post-structural concepts of Michel Foucault.

9) Discuss how Foucault's concepts of power, discourse, and discipline lead to the process of normalization, and the consequences of this process.

Answer:

According to Foucault, power is not a thing possessed by one individual over another. Rather, he views power relations as being created within social relationships. As such, power relationships are multidirectional, can be found everywhere, and are always at work. Power relations, then, can produce particular forms of behaviour. Power is also linked with knowledge. Truths and facts come together in systems that Foucault refers to as discourses, which guide how we think, act, and speak about a particular thing or issue, as well as determine *who* is authorized to speak. Moreover, discourses not only tell us what the world is, but also what the world *ought* to be like. Foucault uses the term *discipline* to mean how we come to be motivated to produce these particular realities.

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Power operates by producing some behaviours while discouraging others. Such disciplinary power is exemplified by the normalizing judgment—a type of internalized (self-policing) coercion that divides, classifies, and controls through regulation. The consequences of this process is that power, discourse, and discipline together create normalization a social process by which some practices and ways of living are marked as “normal” and others are marked as “abnormal.” Normalization, then, is a method of standardizing, of creating the standards by which we live in our society. Those that are considered abnormal, or live by different standards, find themselves having to resist these structures of power.

Diff: Challenging

Type: ES

Page Reference: 54–56

Skill: Conceptual

Objective: Explain the major post-structural concepts of Michel Foucault.

10) Discuss and explain the three main areas of queer theory.

Answer:

1. **Desire:** Queer theory wants to open up the concept and reality of desire as wide as possible. It is not solely concerned with marginalized sexualities. Queer theory aims to disrupt categories of normal sexuality and acceptable sexuality and allow instead for sexuality’s diverse and numerous expressions.
2. **Language:** Queer theory is concerned with how language is related to power. It is impossible to disentangle language from knowledge since language is the vehicle of knowledge. Queer theorists ask us to consider the fact that language is not transparent. Rather, queer theorists argue that it is *value-laden* as opposed to being a neutral description of some reality.
3. **Identity:** In queer theory, identity is not some coherent entity that emerges from within our “souls,” making us who we are. Rather, identity is socially constructed through experience and context and, as such, is fluid and multifaceted. Identity is constructed through social relations and through discourses around gender (man versus woman) and sexuality (straight versus gay) and, thus, there are no core identities. Queer theorists use this idea as a way to reveal and renegotiate the social inequalities in society. That is, if everyone’s identity is constructed, then no one person’s identity (including one’s sexuality) should be the standard by which another’s identity is measured. One’s identity is no more normal than, say, the comparison of paintings wherein one is considered normal compared with another one—they are simply different.

Diff: Moderate

Type: ES

Page Reference: 56–58

Skill: Conceptual

Objective: Explain the three principal areas of queer theory.

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- 1) Most generally, a theoretical statement is one that attempts to explain how certain facts or events are _____
- a. understood.
 - b. related.
 - c. caused.
 - d. predictable.

Answer: b

Diff: Easy

Type: MC

Page Reference: 29

Skill: Conceptual

Objective: Describe what it means to think theoretically and define Enlightenment thinking.

- 2) Approximately when did the period of the Enlightenment begin and end?
- a. 1980–1999
 - b. 1960s
 - c. 1818–1883
 - d. 1650–1789

Answer: d

Diff: Easy

Type: MC

Page Reference: 30

Skill: Factual

Objective: Describe what it means to think theoretically and define Enlightenment thinking.

- 3) Which of the following is false about the Enlightenment and its thinkers?
- a. They challenged 400 years of Christian scholarship.
 - b. They advocated critical thinking and practical knowledge.
 - c. They agreed that free thinking and expression should be limited.
 - d. They reordered how people saw the world and their role in it.

Answer: c

Diff: Easy

Type: MC

Page Reference: 30

Skill: Conceptual

Objective: Describe what it means to think theoretically and define Enlightenment thinking.

Chapter 2

4) Which answer best describes the conservative reaction to Enlightenment thinking?

- a. It was based purely on science.
- b. It was purported by some to be bad because it led to revolution.
- c. It was based on the belief that society is a product of the individual.
- d. It was based on the belief that society is not an entity in itself.

Answer: b

Diff: Moderate

Type: MC

Page Reference: 30

Skill: Applied

Objective: Describe what it means to think theoretically and define Enlightenment thinking.

5) Which of the following was *not* a conservative reaction to Enlightenment thinking?

- a. Society exists on its own.
- b. Change is a threat to both individuals and society as a whole.
- c. Parts of society are interdependent.
- d. Individuals, not society, are the most important unit of social analysis.

Answer: d

Diff: Challenging

Type: MC

Page Reference: 30

Skill: Conceptual

Objective: Describe what it means to think theoretically and define Enlightenment thinking.

6) Which of the following is a major tenet of functionalism?

- a. The social world is a dynamic system of interrelated and interdependent parts.
- b. People are in a constant struggle over scarce resources.
- c. Meaning is created through ongoing interactions with others.
- d. Social structures work against people in achieving success.

Answer: a

Diff: Moderate

Type: MC

Page Reference: 31

Skill: Conceptual

Objective: Describe and critique functionalism and the contributions of its principal theorists.

- 7) _____ is considered by many to be the founder of modern sociology.
- Auguste Comte
 - Karl Marx
 - Émile Durkheim
 - Talcott Parsons

Answer: c

Diff: Moderate

Type: MC

Page Reference: 32

Skill: Factual

Objective: Describe and critique functionalism and the contributions of its principal theorists.

- 8) Which of the following is *not* true, according to Durkheim?
- Individual behaviours are not inspired by collective social forces.
 - Culture and society exist outside of the individual.
 - Culture and society are independent of the individual.
 - Culture and society outlive the individual.

Answer: a

Diff: Moderate

Type: MC

Page Reference: 32

Skill: Applied

Objective: Describe and critique functionalism and the contributions of its principal theorists.

- 9) Durkheim's concept of _____ highlights the totality of a society's beliefs and sentiments.
- collective conscience
 - latent function
 - class consciousness
 - anomie

Answer: a

Diff: Moderate

Type: MC

Page Reference: 32–33

Skill: Conceptual

Objective: Describe and critique functionalism and the contributions of its principal theorists.

- 10) Anomic suicide might occur when people _____
- a. do not feel connected to others.
 - b. are too connected to others.
 - c. lack purpose.
 - d. are overregulated.

Answer: c

Diff: Moderate

Type: MC

Page Reference: 33

Skill: Applied

Objective: Describe and critique functionalism and the contributions of its principal theorists.

- 11) Which of the following is *not* one of the four functional imperatives outlined by Parsons?
- a. assimilation
 - b. goal attainment
 - c. integration
 - d. latency

Answer: a

Diff: Challenging

Type: MC

Page Reference: 35–36

Skill: Conceptual

Objective: Describe and critique functionalism and the contributions of its principal theorists.

- 12) Which of the following is *not* a critique of functionalism?
- a. It overemphasizes harmony and stability in society.
 - b. It overlooks positive consequences that can result from conflict.
 - c. It focuses primarily on human agency.
 - d. It suggests that the status quo is almost always desirable.

Answer: c

Diff: Moderate

Type: MC

Page Reference: 36

Skill: Conceptual

Objective: Describe and critique functionalism and the contributions of its principal theorists.

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13) _____ is based on the assumption that society is grounded upon inequality and competition over scarce resources.

- a. Symbolic interactionism
- b. Conflict theory
- c. Functionalism
- d. Postmodernism

Answer: b

Diff: Easy

Type: MC

Page Reference: 36–37

Skill: Conceptual

Objective: Describe and critique conflict theory and the contributions of its founding theorists.

14) Marx and Engels would argue that _____

- a. social revolution was the inevitable result of capitalism.
- b. conflict is functional for society.
- c. social inequality best reflects an individual's biological possibilities.
- d. those in power justly run society objectively.

Answer: a

Diff: Easy

Type: MC

Page Reference: 38

Skill: Applied

Objective: Describe and critique conflict theory and the contributions of its founding theorists.

15) The physical and intellectual resources a society has with which to make a living, which include human labour power and the means of production, are referred to by Marx as _____

- a. forces of production.
- b. relations of production.
- c. tools of production.
- d. the capitalist infrastructure.

Answer: a

Diff: Moderate

Type: MC

Page Reference: 38

Skill: Conceptual

Objective: Describe and critique conflict theory and the contributions of its founding theorists.

16) In a classical Marxian sense, the worker and owner in a capitalist economy

- a. have deeply shared interests, in spite of the appearance of opposition.
- b. are in diametrically opposed positions.
- c. should learn how to understand each other's positions better in order to foster a more positive and forward-thinking society.
- d. can both prosper if they commit to it.

Answer: b

Diff: Moderate

Type: MC

Page Reference: 39

Skill: Applied

Objective: Describe and critique conflict theory and the contributions of its founding theorists.

17) Clarice is conducting an examination of the beliefs and values that support and justify the interests of the ruling class in contemporary Canadian society. She is, in effect, studying Canada's _____

- a. dominant ideology.
- b. humanistic tendencies.
- c. central values system.
- d. false consciousness.

Answer: a

Diff: Moderate

Type: MC

Page Reference: 40

Skill: Applied

Objective: Describe and critique conflict theory and the contributions of its founding theorists.

18) Ideology is _____

- a. empirically based on scientific findings.
- b. used to justify current systems of domination and inequality.
- c. a device used by functionalists to explain the workings of society.
- d. a term used by symbolic interactionists to explain how individuals interact with each other.

Answer: b

Diff: Challenging

Type: MC

Page Reference: 40

Skill: Applied

Objective: Describe and critique conflict theory and the contributions of its founding theorists.

Chapter 2

19) When the proletariat recognize their domination and oppression by the bourgeoisie and commit to organizing together and doing something to challenge this, a Marxist would say they have acquired _____

- a. self-consciousness.
- b. false consciousness.
- c. class consciousness.
- d. self-confidence.

Answer: c

Diff: Moderate

Type: MC

Page Reference: 40–41

Skill: Conceptual

Objective: Describe and critique conflict theory and the contributions of its founding theorists.

20) This German term was used by Weber to describe deep understanding and interpretation of subjective social meanings.

- a. bildung
- b. sui generis
- c. anomie
- d. verstehen

Answer: d

Diff: Moderate

Type: MC

Page Reference: 43

Skill: Conceptual

Objective: Describe and critique symbolic interactionism and the contributions of its founding theorists.

21) The Thomas theorem refers to

-
- a. the idea that people give subjective meaning to situations and such meaning has real consequences.
 - b. people struggling over scarce resources.
 - c. the theory that people continuously interact with each other to succeed in society.
 - d. physical interactions with individuals.

Answer: a

Diff: Moderate

Type: MC

Page Reference: 41–42

Skill: Conceptual

Objective: Describe and critique symbolic interactionism and the contributions of its founding theorists.

22) According to Mead, human behaviour is virtually always the product of

-
- a. competition for scarce resources.
 - b. biology and culture.
 - c. interaction with others.
 - d. human instincts.

Answer: c

Diff: Easy

Type: MC

Page Reference: 43–44

Skill: Conceptual

Objective: Describe and critique symbolic interactionism and the contributions of its founding theorists.

23) According to Enlightenment thinkers, the most important unit of social analysis was

-
- a. the family.
 - b. the individual.
 - c. the scientific method.
 - d. society as a whole.

Answer: b

Diff: Easy

Type: MC

Page Reference: 30

Skill: Factual

Objective: Describe what it means to think theoretically and define Enlightenment thinking.

24) Who believed that change is a threat to both individuals and society as a whole?

- a. Enlightenment philosophers
- b. Rousseau
- c. Conservatives reacting to the Enlightenment
- d. Locke

Answer: c

Diff: Easy

Type: MC

Page Reference: 30

Skill: Factual

Objective: Describe what it means to think theoretically and define Enlightenment thinking.

Chapter 2

25) Which of the following best describes the Thomas theorem, a saying attributed to sociologist W. I. Thomas?

- a. "With great power comes greater responsibility."
- b. "The wealthier a society becomes, the less likely it is to achieve class consciousness."
- c. "He who has the most money makes the rules."
- d. "If men define situations as real, they are real in their consequences."

Answer: d

Diff: Moderate

Type: MC

Page Reference: 41–42

Skill: Factual

Objective: Describe and critique symbolic interactionism and the contributions of its founding theorists.

26) Which of the following is the best example of a self-fulfilling prophecy?

- a. Working very hard over the semester, Lana is able to increase her mark in macroeconomics from 55 percent to 86 percent.
- b. After being dumped by his girlfriend, Matthew decides to stop dating for a while and focus on his studies.
- c. After receiving a low grade on her calculus exam, Maria complains to the head of her department about her calculus instructor.
- d. After seeing four students fall asleep during his lecture, Bernard decides that he is a poor public speaker.

Answer: d

Diff: Challenging

Type: MC

Page Reference: 44

Skill: Applied

Objective: Describe and critique symbolic interactionism and the contributions of its founding theorists.

27) Which of the following is a major criticism of symbolic interactionism?

- a. Symbolic interactionism fails to take into account the importance of personal relationships.
- b. Symbolic interactionism is not useful for studying everyday social situations.
- c. Symbolic interactionism does not account for the importance of social structures and institutions.
- d. Symbolic interactionism underestimates the power of the self-fulfilling prophecy.

Answer: c

Diff: Moderate

Type: MC

Page Reference: 44

Skill: Applied

Chapter 2

Objective: Describe and critique symbolic interactionism and the contributions of its founding theorists.

28) Which of the following criticisms of conflict theory is *most* valid?

- a. Karl Marx was never trained as a sociologist.
- b. Conflict theory has sometimes inspired advocacy and social activism.
- c. Conflict theorists tend to downplay the importance of social motivation, social organization, and individual agency.
- d. Conflict theory is essentially a mirror image of functionalist theory.

Answer: c

Diff: Challenging

Type: MC

Page Reference: 41

Skill: Conceptual

Objective: Describe and critique conflict theory and the contributions of its founding theorists.

29) A sociologist who emphasizes how people learn meanings and symbols in social settings is most likely to come from which theoretical tradition?

- a. formal sociology
- b. symbolic interactionism
- c. symbolic conflict theory
- d. structural symbolism

Answer: b

Diff: Easy

Type: MC

Page Reference: 42

Skill: Conceptual

Objective: Describe and critique symbolic interactionism and the contributions of its founding theorists.

30) How is the relative absence of women sociological theorists in standard sociological histories accounted for?

- a. inexplicable
- b. a consequence of different priorities
- c. the unfortunate result of biology
- d. an effect of patriarchy

Answer: d

Diff: Moderate

Type: MC

Page Reference: 45

Skill: Conceptual

Objective: Describe how marginalized voices contributed to early sociological theory.

31) A theme underlying all of the modern social theories is that of _____

- a. power.
- b. social problems and their causes.
- c. face-to-face interaction.
- d. social networks and their consequences for individuals.

Answer: a

Diff: Moderate

Type: MC

Page Reference: 48

Skill: Conceptual

Objective: Describe Antonio Gramsci's Marxist concept of hegemony.

32) What does Western Marxism refer to?

- a. independent and critical forms of Marxism
- b. dogmatic forms of Marxism, practiced by Soviet and Chinese regimes
- c. neo-Marxist ways of thinking
- d. forms of Marxism associated with Karl Marx

Answer: a

Diff: Easy

Type: MC

Page Reference: 48

Skill: Factual

Objective: Describe Antonio Gramsci's Marxist concept of hegemony.

33) The concept of hegemony refers to _____

- a. direct physical and violent coercion.
- b. control by the police and military.
- c. dominant ideas that reflect the interests of the working class to mask social inequality.
- d. ideological control and consent of the subordinate class.

Answer: d

Diff: Moderate

Type: MC

Page Reference: 48

Skill: Factual

Objective: Describe Antonio Gramsci's Marxist concept of hegemony.

34) Gramsci's civil society refers to _____

- a. people treating each other with civility and respect.
- b. how schools, media, religion, trade unions, and cultural associations establish hegemony.
- c. how the economic base is a force that shapes social relations.
- d. a society that has equal opportunity for all.

Answer: b

Diff: Easy

Type: MC

Page Reference: 48–49

Skill: Factual

Objective: Describe Antonio Gramsci's Marxist concept of hegemony.

35) While sitting in a coffee shop, you overhear someone say, "Homeless people are so lazy—if they just worked hard enough, they could be successful." Gramsci's concept of hegemony would inform this statement by suggesting that

-
- a. it is an ingrained notion associated with capitalism that allows for the smooth operation of contemporary society, despite pervasive inequality.
 - b. it is true.
 - c. the idea of hegemony argues that those who are lazy, unproductive, and without motivation deserve what they get.
 - d. it is a natural aspect of capitalist society that those who work hard do not always achieve success.

Answer: a

Diff: Moderate

Type: MC

Page Reference: 49

Skill: Applied

Objective: Describe Antonio Gramsci's Marxist concept of hegemony.

36) Which of the following does *not* reflect Dorothy Smith's sociological approach?

- a. The objective is to explicate how people's lives are socially organized.
- b. Contemporary sociological theory produces objectified forms of knowledge.
- c. Sociology is and has been male-centred.
- d. Her approach is not interested in how people's everyday/night lives are organized.

Answer: d

Diff: Moderate

Type: MC

Page Reference: 51

Skill: Factual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

37) The starting point of sociological inquiry, according to Smith, should be

-
- a. experience.
 - b. class location.
 - c. gender.
 - d. the Archimedean point.

Answer: a

Diff: Moderate

Type: MC

Page Reference: 51

Skill: Conceptual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

38) "My life experiences had shown me that the two issues were inseparable, that at the moment of my birth, two facts determined my destiny, my having been born black and my having been born female." This statement was written by _____ and supports

- a. bell hooks; race is inextricable from gender.
- b. Dorothy Smith; race is inextricable from gender.
- c. bell hooks; the intersection of androcentrism and feminism.
- d. Dorothy Smith; the intersection of race, class, and gender.

Answer: a

Diff: Moderate

Type: MC

Page Reference: 53

Skill: Applied

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

39) A central concern in the writings of bell hooks is how black women's identities have too often been _____

- a. erased.
- b. marginalized.
- c. ridiculed.
- d. ignored.

Answer: a

Diff: Moderate

Type: MC

Page Reference: 53

Skill: Conceptual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

40) Post-structuralism is concerned with _____

- a. how scientific knowledge is key to human freedom.
- b. how scientific knowledge and ideas about "truth" stand outside of power relations.
- c. how knowledge is produced scientifically.
- d. how knowledge is produced socially.

Answer: d

Diff: Moderate

Type: MC

Page Reference: 54

Skill: Factual

Objective: Explain the major post-structural concepts of Michel Foucault.

41) Michel Foucault was primarily interested in the ways that power and _____ work together.

- a. sexuality
- b. social movements
- c. knowledge
- d. formal politics

Answer: c

Diff: Moderate

Type: MC

Page Reference: 54

Skill: Conceptual

Objective: Explain the major post-structural concepts of Michel Foucault.

42) When Jared eats only nutritious foods, carefully reading labels in order to avoid "bad" choices (such as items containing trans fat), he is doing what Foucault would call _____ his body.

- a. improving
- b. empowering
- c. punishing
- d. disciplining

Answer: d

Diff: Moderate

Type: MC

Page Reference: 54

Skill: Conceptual

Objective: Explain the major post-structural concepts of Michel Foucault.

43) We are encouraged to exercise on a regular basis, eat nutritious foods, and stay away from "bad" choices via the discourse of health. This suggests that discourse leads to _____

- a. people becoming motivated to produce certain realities.
- b. doing what is best for our health.
- c. disarray.
- d. knowledge.

Answer: a

Diff: Easy

Type: MC

Page Reference: 55–56

Skill: Applied

Objective: Explain the major post-structural concepts of Michel Foucault.

44) _____ refers to the social process by which some practices and ways of living are marked as "normal" and others are marked as "abnormal."

- a. Normalizing
- b. Abnormalizing
- c. Othering
- d. Hegemonizing

Answer: a

Diff: Easy

Type: MC

Page Reference: 55

Skill: Conceptual

Objective: Explain the major post-structural concepts of Michel Foucault.

45) Queer theorists emphasize that identity is _____

- a. highly contextual.
- b. somewhat contextual.
- c. generally stable.
- d. indescribable.

Answer: a

Diff: Moderate

Type: MC

Page Reference: 56–57

Skill: Conceptual

Objective: Explain the three principal areas of queer theory.

46) As described in the text, which of the following is not a "main area" of queer theory?

- a. desire
- b. sameness
- c. language
- d. identity

Answer: b

Diff: Moderate

Type: MC

Page Reference: 57

Skill: Factual

Objective: Explain the three principal areas of queer theory.

- 47) Which of the following people is a post-structuralist thinker?
- a. bell hooks
 - b. Michel Foucault
 - c. Edward Said
 - d. Charles Horton Cooley

Answer: b

Diff: Easy

Type: MC

Page Reference: 54

Skill: Factual

Objective: Explain the major post-structural concepts of Michel Foucault.

- 48) According to Dorothy Smith, the problem of sociology is _____

- a. our androcentric world is presented as universal and objective.
- b. our androcentric world is presented as subjective.
- c. that the world is constituted through difference.
- d. the overuse of positivism.

Answer: a

Diff: Moderate

Type: MC

Page Reference: 51

Skill: Factual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

- 49) bell hooks is a critical figure in _____

- a. multicultural feminism.
- b. post-structuralism.
- c. queer theory.
- d. postmodernism.

Answer: a

Diff: Easy

Type: MC

Page Reference: 53

Skill: Conceptual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

- 50) Gramsci differed from Marx in his analysis of _____

- a. the division of groups in society.
- b. the need for the proletariat to overthrow the bourgeoisie.
- c. political control.

d. capitalism.

Answer: c

Diff: Challenging

Type: MC

Page Reference: 48

Skill: Factual

Objective: Describe Antonio Gramsci's Marxist concept of hegemony.

51) According to the text, the popular television sitcom *Will & Grace* was an example of

a. queer theory.

b. challenging heterosexual hegemony.

c. maintaining heterosexual hegemony.

d. hegemonic femininity.

Answer: c

Diff: Moderate

Type: MC

Page Reference: 49

Skill: Conceptual

Objective: Describe Antonio Gramsci's Marxist concept of hegemony.

52) Normalization is a type of _____

a. feminist theory.

b. Marxist theory.

c. discourse.

d. standardizing.

Answer: d

Diff: Challenging

Type: MC

Page Reference: 55

Skill: Conceptual

Objective: Explain the major post-structural concepts of Michel Foucault.

53) Queer theorists argue that our political and intellectual pursuits must rest on

a. equality based on sameness.

b. equity based on difference.

c. desire and identity.

d. language.

Answer: b

Diff: Moderate

Type: MC

Page Reference: 56–57

Skill: Factual

Objective: Explain the three principal areas of queer theory.

54) Queer theory is largely influenced by _____

- a. Dorothy Smith.
- b. Michel Foucault.
- c. Amy McGrath.
- d. Emile Durkheim.

Answer: b

Diff: Moderate

Type: MC

Page Reference: 57

Skill: Conceptual

Objective: Explain the three principal areas of queer theory.

55) While Foucault understands that knowledge is inseparable from power, queer theorists argue that it is impossible to disentangle _____ from power.

- a. identity
- b. desire
- c. language
- d. knowledge

Answer: c

Diff: Challenging

Type: MC

Page Reference: 57–58

Skill: Conceptual

Objective: Explain the three principal areas of queer theory.

56) Theorists refer to dominant cultural forms of sexuality and masculinity that are considered to represent a "natural" state of affairs as _____

- a. hegemonic masculinity.
- b. bourgeois masculinity.
- c. hegemonic maleness.
- d. domineering masculinity.

Answer: a

Diff: Easy

Type: MC

Page Reference: 49

Skill: Applied

Objective: Describe Antonio Gramsci's Marxist concept of hegemony.

57) This theorist is renowned for having developed highly critical approaches to objectified and androcentric forms of knowledge.

- a. Edward Said
- b. Dorothy Smith
- c. bell hooks
- d. Michel Foucault

Answer: b

Diff: Moderate

Type: MC

Page Reference: 51

Skill: Conceptual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

58) Which of the following statements best reflects feminist theories?

- a. Men and women should be social and political equals.
- b. Men and women are social and political equals.
- c. Interests of society reflect those of both men and women.
- d. Feminist theories argue that society is characterized by equality between men and women.

Answer: a

Diff: Challenging

Type: MC

Page Reference: 50

Skill: Factual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

59) Post-structuralists challenge the view that scientific knowledge, or ideas about absolute "truth," can ever stand outside of _____ relations.

- a. class
- b. gender
- c. power
- d. Eurocentric

Answer: c

Diff: Moderate

Type: MC

Page Reference: 54

Skill: Conceptual

Objective: Explain the major post-structural concepts of Michel Foucault.

Chapter 2

- 60) Which of the following is *not* true of Michel Foucault?
- a. He was interested in the ways power and knowledge work together.
 - b. He was critical of Marxism for not emphasizing class and the political economy as being the key principles in social organization.
 - c. He argued that Marx marginalized race, gender, and sexuality in his analysis of society.
 - d. He would suggest that truth is socially constructed.

Answer: b

Diff: Moderate

Type: MC

Page Reference: 54

Skill: Factual

Objective: Explain the major post-structural concepts of Michel Foucault.

Chapter 2

1) How did Enlightenment thinking challenge the power structure in place during that time?

Answer:

Enlightenment thinking challenged 400 years of Christian scholarship devoted to discovering God's intentions and the domination of knowledge practiced by the Church. The intellectuals of the day fought any attempt to limit free thinking and expression and believed that over time the human condition could be improved for all. Before the Enlightenment, people's thinking was directed by God, the Church, and the aristocracy. Enlightenment thinking, however, promoted human agency and autonomy. Today, seeing ourselves as engaged and autonomous beings seems obvious, but at the time this independence of thought created a great deal of turmoil, not only for the Church but also for society as a whole.

Diff: Moderate

Type: ES

Page Reference: 30

Skill: Conceptual

Objective: Describe what it means to think theoretically and define Enlightenment thinking.

2) Discuss the importance of the conservative reaction to classical theory.

Answer:

Enlightenment thinking was inherently revolutionary, as it confirmed the importance of self-reflection, and challenged tradition, the Church, and the rich and powerful. Conversely, conservative reactive thinking suggested that society was independent of human experience; that change threatened everyone, and that hierarchical arrangements were natural and necessary for a stable society. The legacy of the conservative reaction to sociological theory is evident even today.

Diff: Moderate

Type: ES

Page Reference: 30

Skill: Conceptual

Objective: Describe what it means to think theoretically and define Enlightenment thinking.

3) What does the *organic analogy* refer to in functionalist sociological theory?

Answer:

Like the human body, society is made up of interrelated and interdependent parts that each has a structure and performs a function for the whole. By suggesting that society is like an organism, functionalists also suggest that the system's natural state of affairs is one of equilibrium, a point at which the system is stable and homeostatic. Like the human body, society is made up of structures that work together for the good of the collective.

Chapter 2

For a social system to be considered healthy, all individuals who are part of that social system must feel valued and content. The society must meet the needs of the majority—when it does not, the system is *sick* and must make adjustments to return to a state of equilibrium and harmony.

Diff: Moderate

Type: ES

Page Reference: 31

Skill: Conceptual

Objective: Describe and critique functionalism and the contributions of its principal theorists.

4) What did Vilfredo Pareto contribute to the functionalist perspective in sociology?

Answer:

Pareto argued that individuals within the system were like “molecules” that interacted because of their common interests, values, drives, and sentiments. He was one of the first to describe fully how social systems were achieved from the interrelations and mutual dependencies of all of their constituent parts. Pareto’s ideas about how social systems adapt and change and at the same time maintain stability were adopted by US functionalist Talcott Parsons.

Diff: Challenging

Type: ES

Page Reference: 32

Skill: Conceptual

Objective: Describe and critique functionalism and the contributions of its principal theorists.

5) How does a functionalist theorist view social conflict and change?

Answer:

Functionalists view social change as part of the process necessary to meet the needs of the majority. However, when social change brings disruption, this is damaging to the overall functioning of the system, and so adjustments must be made to reinstate harmony and equilibrium. Disruption and dysfunction may call attention to changing needs and signal that the system needs to respond accordingly. The correct response of the system is to adjust to these changing needs and return to a state of homeostasis.

Diff: Moderate

Type: ES

Page Reference: 31, 36

Skill: Conceptual

Objective: Describe and critique functionalism and the contributions of its principal theorists.

Chapter 2

6) What basic assumption is all of Émile Durkheim's explanations of human behaviour based on? Give an example of the implications inherent in this view.

Answer:

Durkheim's explanations of human behaviour are based on his assumption that human actions originate in the collective rather than in the individual. This assumption implies that the choices we make are not our own. Durkheim would argue that even seemingly small personal choices have large social origins. According to him, individual behaviours are inspired by collective social forces.

Examples will vary by student.

Diff: Challenging/Applied

Type: ES

Page Reference: 32

Skill: Applied/Conceptual

Objective: Describe and critique functionalism and the contributions of its principal theorists.

7) What does Durkheim suggest about social organization as it relates to suicide?

Answer:

Durkheim investigated his assertion that the degree of social integration (i.e., the extent to which individuals feel connected to each other in social networks) and the degree of social regulation (i.e., the extent to which individual desires, behaviours, and emotions are regulated by society) are important causes of a society's suicide rate. He argued that societies with levels of integration or regulation that are too high or too low will suffer from higher suicide rates. As such, any social organization that increases a person's healthy connection to others (e.g., marriage, family, organized religion) will reduce the likelihood of suicide.

Diff: Challenging

Type: ES

Page Reference: 33

Skill: Applied

Objective: Describe and critique functionalism and the contributions of its principal theorists.

8) Describe what Durkheim meant by **anomie** and discuss its relation to suicide. Give an example from modern life.

Answer:

Anomie is a state of normlessness that results from a lack of clear goals and creates feelings of confusion that may ultimately result in higher suicide rates. The feeling of doing everything right but not getting the intended rewards can make people feel restless and unfulfilled; that is, they are suffering from anomie.

Using various national statistics, Durkheim was able to link what we consider to be one of the most personal acts (suicide) to large-scale collective phenomena. Thus, the

Chapter 2

individual's decision to commit suicide is a function of his or her relationship, or lack thereof, to the group.

Examples will vary by student.

Diff: Moderate

Type: ES

Page Reference: 33

Skill: Conceptual/Applied

Objective: Describe and critique functionalism and the contributions of its principal theorists.

9) What is the relation between the collective conscience and social facts in Durkheim's theory?

Answer:

Social facts are general social features that exist on their own and are independent of individual manifestations—for example, laws, beliefs, customs, and morals. Social facts are the creation of human actions but are not the intended consequences of them—they are unintentional outcomes of collective behaviour and interaction.

Social facts, like the collective conscience, operate outside of anyone alive today but also can be seen as givens since they provide the context for our thinking; and by doing so, they constrain us and coerce us to behave in established, predictable ways. According to Durkheim, the significance of social facts is that they are evidence of the collective conscience. Since we cannot see the collective conscience directly, we are forced to study reflections of it; these reflections are the social facts.

Diff: Challenging

Type: ES

Page Reference: 32–33

Skill: Conceptual

Objective: Describe and critique functionalism and the contributions of its principal theorists.

10) Describe the differences between forces of production and relations of production in Karl Marx's conflict theory.

Answer:

The forces of production are the physical and intellectual resources a society has with which to make a living. The forces of production also include human labour power and the means of production (e.g., tools, machines, factories, buildings).

Marx called the relationship between workers and owners the relations of production, a relationship based on power that defines both a society's use of productive assets and the relationship between social classes.

Diff: Easy

Type: ES

Page Reference: 38–39

Skill: Conceptual

Chapter 2

Objective: Describe and critique conflict theory and the contributions of its founding theorists.

11) What does *verstehen* refer to and what is its relation to the sociological imagination?

Answer:

Verstehen, a German term meaning to employ a deep understanding and interpretation of subjective social meanings in order to appreciate both the intention and the context of human action, is entirely consistent with symbolic interactionism. *Verstehen*, then, refers to understanding the meaning of an action from the actor's point of view. Human actors are not seen as the product of external forces that direct their lives, but instead as active agents who engage with others to organize their world and give it meaning. This approach is also entirely consistent with the sociological imagination—to put yourself in another person's shoes and see the world from his or her position.

Diff: Moderate

Type: ES

Page Reference: 43

Skill: Conceptual

Objective: Describe and critique symbolic interactionism and the contributions of its founding theorists.

12) Identify the three major components of Charles H. Cooley's *looking-glass self*.

Answer:

The looking-glass self is an active, imaginative process by which we develop our self-image through the cues we receive from others. There are three basic components to the looking-glass self. First, we must imagine how we appear to others. Second, we need to imagine how others would judge that appearance. Third, we must reflect on that image and develop some self-feeling (e.g., pride, fear, embarrassment) as a result. According to Cooley, the looking-glass self is in essence our reflection in the eyes and actions of others. The impressions you see in the eyes of people you meet help to define who you think you are.

Diff: Moderate

Type: ES

Page Reference: 44

Skill: Conceptual

Objective: Describe and critique symbolic interactionism and the contributions of its founding theorists.

13) Using George Herbert Mead's concepts of the *I* and the *Me*, create a real-life scenario or provide a real-life example of how the self is developed through the interaction of the *I* and the *Me*.

Answer:

Chapter 2

According to Mead, the self is developed through social interaction. It is made up of two components: the *I* and the *Me*. The *I* represents the individual's response to the actions of others and the *Me* controls the response of the *I*. The individual personality (i.e., the self) then emerges with the combination of the *I* and the *Me*.

Examples/scenarios will vary by student.

Diff: Challenging

Type: ES

Page Reference: 43–44

Skill: Applied

Objective: Describe and critique symbolic interactionism and the contributions of its founding theorists.

14) Durkheim would argue that in today's modern society, we are living in a state of organic solidarity. What does he mean by this and do you agree? Why or why not?

Answer:

Organic solidarity is organized around interdependence and the increasing division of labour.

Durkheim argued that while we are more collectively oriented and live in a less punitive society today than in the past, we no longer have the *choice* to coexist—instead, we *need* each other to survive. Losing the ability to choose to live with the collective takes away our independence and results in more social unrest and tension because we lack a basic sense of freedom and independence. Our increasing division of labour and the resulting specialization means that we have become completely interdependent. Durkheim argued that this increasing differentiation of our roles in society was the inevitable outcome of progress since all organisms develop from simple to complex through time.

Answers will vary by student.

Diff: Challenging

Type: ES

Page Reference: 33–34

Skill: Conceptual Applied

Objective: Describe and critique functionalism and the contributions of its principal theorists.

15) According to Marx, how do the relations of production in a capitalist system lead to exploitation and inescapable inequality?

Answer:

In a capitalist economy, the worker and owner are in diametrically opposed positions: the worker wants to make the most money for the least amount of effort and the owner wants to obtain the most labour for the least amount of money. Workers feel that owners do not care about their well-being—they are interested only in profits. Conversely, owners know that workers do not care about the quality of the products they produce—they are interested only in how much they are paid for their work. To generate a healthy return on their investment (e.g., factories, raw materials), owners are motivated to exploit their workers. Thus, exploitation is the difference between what workers are paid and the

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wealth they create for the owner. For capitalism to prosper, workers should be paid as little as possible. The owner has costs associated with producing the widgets (e.g., raw materials, factory costs, packaging, distribution, advertising), so the real level of exploitation depends on many factors. In addition, owners need to generate surplus/profit so they can invest in new technology in order to stay competitive in the marketplace. As such, the relationship between owners and workers can and will never be equal.

Diff: Moderate

Type: ES

Page Reference: 38–39

Skill: Applied

Objective: Describe and critique conflict theory and the contributions of its founding theorists.

16) According to Marx, what is the relationship between false consciousness and class consciousness?

Answer:

False consciousness is present when people believe in and defend the very system that oppresses them. Suffering from false consciousness means that people do not recognize or appreciate how the system exploits them.

Class consciousness occurs when the proletariat recognize their domination and oppression by the bourgeoisie and commit to doing something about it. Members of the proletariat become class conscious when they recognize their mutual interests and begin to create their own political organizations. Marx and Engels expected that over time, the proletariat would develop a sense of common destiny with other workers because they worked and lived so close together. By talking to each other, workers would begin to understand their plight and the necessity of advocating for their collective needs. By taking such action, by seeing the world as it really is, the proletariat's false consciousness would be destroyed—no longer would workers be alienated from themselves or each other.

Diff: Moderate

Type: ES

Page Reference: 40–41

Skill: Conceptual

Objective: Describe and critique conflict theory and the contributions of its founding theorists.

17) Explain Antonio Gramsci's two forms of political control in society.

Answer:

There are two different forms of political control: domination and hegemony.

Domination, in this context, refers to the direct physical and violent coercion exerted by the police and the military to maintain social boundaries and enforce social rules.

Hegemony refers to ideological control and consent. Ideological control, then, means that a society's dominant ideas reflect the interests of the ruling class and help to mask social

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inequalities. Note that hegemony also involves *consent*. Gramsci argued that regardless of how authoritarian a regime may be, no regime would be able to maintain its rule by relying principally on organized state power and armed force. Rather, to enjoy longevity and stability of rule, a regime must have the allegiance of the masses. So, the hegemony of the dominant group's ideas and cultural forms works by bringing about the consent of the subordinate class.

Diff: Moderate

Type: ES

Page Reference: 48

Skill: Conceptual

Objective: Describe Antonio Gramsci's Marxist concept of hegemony.

18) Define and give an example of hegemony in popular culture.

Answer:

Hegemony is a process that is constantly negotiated and renegotiated. In other words, hegemony is not static, and, as such, the ruling class cannot take it for granted. The consent secured by the ruling class is an *active* consent. In order to secure it, the ruling class constantly incorporates elements of the subordinate class's culture so that the subordinate class never feels wholly oppressed by the ruling class's culture.

Examples will vary by student.

Diff: Moderate

Type: ES

Page Reference: 48

Skill: Applied

Objective: Describe Antonio Gramsci's Marxist concept of hegemony.

19) What is the major goal of Dorothy Smith's sociology for people?

Answer:

Of central concern for Smith is the gendered character of the social production of knowledge. Smith is critical of classical sociological approaches that produce what she calls objectified forms of knowledge and knowledge that is *androcentric* (meaning "male-centred"). Smith argues that women have been left out of knowledge production—as both knowers and actors. Sociology, traditionally, has been organized around men—around their experiences and their positions. Men have been the subjects and the authors while women have been ignored. Thus, sociology itself has contributed to the "erasing and devaluing" of women's experiences and perspectives. As it has been traditionally performed, sociology, according to Smith, has produced an androcentric intellectual world that presents itself as both universal and objective. As an alternative, Smith is interested in a feminist sociology that can provide for women an account of the social relations that shape their lives.

Diff: Difficult

Type: ES

Page Reference: 50–51

Skill: Conceptual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

20) Is Dorothy Smith's approach considered macrosociology or microsociology?

Answer:

Neither. Smith's approach differs from that of macrosociology, which tends to produce accounts of social processes as if they were external to the individual. Her approach also differs from microsociological accounts, which remain firmly rooted in the microcosms of daily life. Smith instead wants to produce an account that tells people how things happen that go beyond the local sites of their experiences—and that they can possibly use to effect social change.

Diff: Challenging

Type: ES

Page Reference: 52–53

Skill: Conceptual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

21) Outline the major differences between second- and third-wave feminists.

Answer:

While some second-wave theorists, like Dorothy Smith, did attempt to take social class into account, most theorizing was framed around a homogenous notion of “women”—difference was not recognized, let alone theorized.

Rather than a singular voice, third-wave feminists believe that what is needed is attention to the multiplicity of women's voices. Third-wave feminists challenge second-wave thinking that women indeed shared a common experience; they challenged the coherence of the category of *woman*. These feminists are interested in creating space for a feminism that takes up difference based on race, social class, sexuality, and so forth. Dichotomous positioning around gender and sexuality, for instance, is rejected and replaced with more fluid understandings.

Diff: Moderate

Type: ES

Page Reference: 50, 53

Skill: Conceptual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

22) How is Foucault's conception of power different from Marx's?

Answer:

Foucault's definition of power is different than a Marxist theory of power as oppression, a position that Foucault refers to as the *repressive hypothesis*. This hypothesis holds that

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truth is opposed to power and can therefore play a liberating role. It views “truth” as something that can be produced outside of power relations and therefore as something that can be objective.

But, according to Foucault, power is not a thing possessed by one individual over another. Rather, he views power relations as being created within social relationships. As such, power relationships are multidirectional, can be found everywhere, and are always at work. Power relations, then, can produce particular forms of behaviour. For example, we have the ability to *resist* power. That is, although Foucault understands that we are all subjected to particular forces, he also acknowledges that one group does not always dominate. In other words, Foucault understands individuals as, in a sense, having *agency*—meaning the capacity for self-directed action—since they have the ability to resist power relations and to alter power relations.

Diff: Challenging

Type: ES

Page Reference: 54–55

Skill: Conceptual

Objective: Explain the major post-structural concepts of Michel Foucault.

23) How does Foucault conceive of power?

Answer:

According to Foucault, power is not a thing possessed by one individual over another. Rather, he views power relations as being created within social relationships. As such, power relationships are multidirectional, can be found everywhere, and are always at work. Power relations, then, can produce particular forms of behaviour. For example, we have the ability to *resist* power. That is, although Foucault understands that we are all subjected to particular forces, he also acknowledges that one group does not always dominate. In other words, Foucault understands individuals as, in a sense, having *agency*—meaning the capacity for self-directed action—since they have the ability to resist power relations and to alter power relations.

Diff: Moderate

Type: ES

Page Reference: 54–55

Skill: Conceptual

Objective: Explain the major post-structural concepts of Michel Foucault.

24) Explain how sexuality in North American has been subjected to what Foucault calls *normalization*.

Answer:

Normalization is a social process by which some practices and ways of living are marked as “normal” and others are marked as “abnormal.” Normalization, then, is a method of standardizing, of creating standards. In North American society, heterosexuality is constructed as *normal* while any other sexuality is constructed as *abnormal*. As such, the LGBT community has had to fight for rights, recognition, and equality with heterosexuals

Chapter 2

because the label of “abnormal” made many in society believe they were inferior and, thus, did not deserve the same rights as those who were labelled “normal.” Difference divides.

Diff: Challenging

Type: ES

Page Reference: 54–56

Skill: Applied

Objective: Explain the major post-structural concepts of Michel Foucault.

25) Discuss what we mean when we say that “*it is impossible to disentangle language from knowledge since language is the vehicle of knowledge.*” Give an example of the power of language.

Answer:

What we mean is that language is not transparent. Instead, it is value-laden as opposed to being a neutral description of some reality. Terms such as *black* and *white*, *up* and *down* are not merely descriptions—they contain value judgments. *Up* conjures thoughts of heaven and “good,” while *down* brings to mind images of hell and “bad.” These terms are not simply designations of spatial locations (up and down), then, but have come to signify much more. Similarly, the term *normal* is not always simply deployed to mean the statistical average; it has come to be associated with what is “good,” or considered “right,” and so forth, while *abnormal* is often interpreted as “bad” and “wrong.” The term *normal* has become the standard by which all else is measured. How we use language is connected to the concept of power, in that language produces reality.

Diff: Moderate

Type: ES

Page Reference: 57–58

Skill: Applied

Objective: Explain the three principal areas of queer theory.

26) What does Dorothy Smith mean when she states that her strategy of inquiry is “*the everyday world as problematic*”?

Answer:

Smith is referring to the gendered character of the social production of knowledge which presents the social world from a man’s perspective as universal and objective. She is critical of classical sociological approaches that produce what she calls objectified forms of knowledge and knowledge that is *androcentric* (meaning “male-centred”). Smith argues that women have been left out of knowledge production—as both knowers and actors. Sociology, traditionally, has been organized around men—around their experiences and their positions. Men have been the subjects and the authors while women have been ignored. Thus, sociology itself has contributed to the “erasing and devaluing” of women’s experiences and perspectives. As an alternative, Smith is interested in a feminist sociology that can provide for women an account of the social relations that

Chapter 2

shape their lives—to explain that social relations that are both within our direct world and extend beyond it create the conditions of what is possible.

Diff: Challenging

Type: ES

Page Reference: 50–51

Skill: Conceptual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

27) How does bell hooks's feminism differ from other strands?

Answer:

hooks has criticized feminist theorizing that automatically positions households as places of patriarchal oppression for women. Such positioning is based on the assumption that gender segregation exists in the labour market in capitalist societies. According to these theories, because women and men are divided in the labour force (into “men’s jobs” and “women’s jobs”) and women earn far less, their financial dependency leads in turn to their subjection and exploitation in households. hooks argues against such universal assumptions about women’s experiences. She points to the historical reality that for many people, households have been spaces of refuge, resistance, and solidarity from racism, including the institutionalized racism of the labour force.

Diff: Moderate

Type: ES

Page Reference: 53

Skill: Conceptual

Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

28) Explain why bell hooks argues that second-wave feminism “erases” black women’s identities.

Answer:

hooks draws our attention to the fact that race is inextricable from gender. She argues that no one in the 1960s civil rights or women’s movements seemed to pay attention to the realities of black women’s lives: “We are rarely recognized as a group separate and distinct from black men, or as a present part of the larger group ‘women’ in this culture.” hooks goes on to argue that when people talk about blacks, they focus on black *men*; and when people talk about women, they focus on *white* women. In such a framework, black women’s identities are erased.

Diff: Moderate

Type: ES

Page Reference: 53

Skill: Conceptual

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Objective: Outline second- and third-wave feminist thinking using the examples of Dorothy Smith and bell hooks.

29) How did Gramsci expand on Marx's idea of the superstructure and how is this related to hegemony?

Answer:

Gramsci separated the superstructure into the *state* (coercive institutions such as the police, military, government, and system of laws) and *civil society* (schools, media, religion, trade unions, and cultural associations). He focused on the role that civil society plays in establishing hegemony. These institutions are critical for the permeation of the philosophy, culture, and morality of the ruling class; through them, the population internalizes the ruling class's ideas and cultural forms, which then become accepted as common sense.

Diff: Moderate

Type: ES

Page Reference: 48–49

Skill: Conceptual

Objective: Describe Antonio Gramsci's Marxist concept of hegemony.

30) What are the two different forms of political control according to Gramsci?

Answer:

According to Gramsci, there are two different forms of political control: domination and hegemony. *Domination* refers to the direct physical and violent coercion exerted by the police and the military to maintain social boundaries and enforce social rules. *Hegemony* refers to ideological control and consent. Ideological control means that a society's dominant ideas reflect the interests of the ruling class and help to mask social inequalities.

Diff: Moderate

Type: ES

Page Reference: 48–49

Skill: Conceptual

Objective: Describe Antonio Gramsci's Marxist concept of hegemony.

31) In what way do television shows such as the once-popular *Will & Grace* and the current hit *Modern Family* maintain heterosexual hegemony?

Answer:

Gay life on *Will & Grace* and *Modern Family* are presented as so palatable that it does little to challenge the heterosexual hegemony of the ruling class. As noted in the text, the fact that people laugh along with its jokes shore up heterosexual hegemony by presenting gay life as similar to what is considered "normal" and therefore no threat to the dominant ideology.

Ravelli/Webber, *Exploring Sociology: Concise Edition*, First Edition
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Diff: Moderate

Type: ES

Page Reference: 49

Skill: Applied

Objective: Describe Antonio Gramsci's Marxist concept of hegemony.