TEST BANK

SOCIOLOGICAL ODYSSEY:

CONTEMPORARY READINGS IN INTRODUCTORY SOCIOLOGY

FOURTH EDITION

Patricia A. Adler
University of Colorado

Peter Adler
University of Denver

CONTENTS

PREFACE

This Test Bank is provided to give you some ideas for multiple-choice and short essay questions regarding the readings in <u>Sociological Odyssey</u>, 4th edition. There are ten (10) multiple-choice questions and three (3) brief essays provided for each article. Wherever possible, we have endeavored to write questions that ask students to go beyond the usual regurgitation of facts. Rather, our goal was to get students to think analytically, interpretively, and synthetically to be able to combine the knowledge they are accruing in your class with the empirical research articles that we have provided in this anthology. Of course, there are some questions that are just "fact-finding," but on the whole, we hope that you find that these questions are challenging to your students. In some cases, you might want to take our ideas as suggestions and tweak the questions slightly to better reflect issues and topics that you have discussed in class. You might also want to relate these questions to subjects that appear in the general textbook you are using.

In constructing <u>Sociological Odyssey</u>, we have tried to select examples of sociological research that are contemporary, relevant to students' lives, and lively in their writing, methods, and development of theory. Our questions, too, hopefully, reflect these concerns, asking students to relate what they are reading to experiences in their everyday lives and to go beyond the obvious to deeper levels of analysis.

We hope that you enjoy using this book and that you find this Test Bank helpful to you as you think about the various ways that you want to probe your students' minds. Thank you for adopting this book for your class.

Peter and Patti Adler

Reading #1
"The Sociological Eye"
Randall Collins

1.   An example of a hybrid discipline that is related to sociology is:

       a. criminal justice.
       b. ethnic studies.
       c. gender studies.
       d. all of the above

2.   An allure of sociology is that

       a. it is a profession in which you can make a lot of money.
       b. almost any human activity can be examined with a sociological perspective.
       c. people give a lot of prestige to sociologists.
       d. there is a limited amount of topics that you can study.

3.   How does sociology differ from other disciplines, such as physics, chemistry, or economics?

       a. for sociology, the study of the world around us is the primary focus of attention.
       b. the focus of sociology is limited by one's level of approach.
       c. for sociology, there are more interesting things to study than for other disciplines.
       d. sociology is no different than other disciplines.

4.   Collins describes the "sociological eye" as

       a. all sociologists focusing their gaze together.
       b. the unique perspective that integrates psychology, economics, and history.
       c. the way sociologists learn to train their eyesight through research.
       d. the perspective sociologists use to analyze the world.

5.   According the Collins, the "sociological eye" is developed and used particularly by

       a. statisticians.
       b. historical comparative researchers.
       c. social theorists.
       d. all of the above

6.   Collins suggests that a creative way of regaining a refreshing sociological view on the world involves

       a. making it observationally strange.
       b. re-examining a common cliché.
       c. critically analyzing media-hype versions of reality.
       d. delving into new social worlds.

7.   Collins describes the core of sociology as consisting of

        a. a set of texts or ideas.
        b. a distinctive intellectual activity.
        c. an eternal essence.
        d. a self-conscious community.

8.   Disciplines shift and cause changes in their boundaries due to

        a. major advances in theory or research.
        b. administrative turf wars.
        c. negotiations with other disciplines.
        d. nothing- academic disciplines focus on a fixed and stable subject matter

9.   Collins suggests that many sociologists become hooked on the discipline through

        a. its relative ease compared to the natural sciences.
        b. the constant micro-level minuteness of its gaze on the everyday life world.
        c. being able to see sociology in the immediate world.
        d. its all-encompassing explanatory power.

10.   Collins suggests that there is a sociology of everything, specifically including

        a. cross-cultural inequality.
        b. a boring committee meeting.
        c. hip-hop subcultures.
        d. drug dealing.

ESSAYS

1.   Compare the goals and visions of sociology with other social sciences (political science, anthropology, psychology).

2.   How does sociology (and the social sciences, in general) compare to the natural sciences (i.e., chemistry, physics, and biology)? What are the distinguishing characteristics of the social sciences that differentiate them from the natural sciences? How are the social and natural sciences alike?

3.   Why is the study of human beings difficult? What are the unique characteristics of humans that make them different to study than inanimate objects?

Reading #2
"The Promise of Sociology"
C. Wright Mills

1.   One of the major points that Mills is making is that

        a. we have to understand human action in terms of the historical context in which it takes place.
        b. history has no meaning in human action.
        c. human action is ahistorical; that is, it occurs in a vacuum with little impact on what preceded it.
        d. sociology and history have no relation to each other.

2.   Which of the following is a part of the sociological imagination, according to Mills?

        a. looking at the instinctual behavior of ants
        b. moving from a political to a psychological stance
        c. the stimulus-response patterns of humans
        d. none of the above

3.   The sociological promise is that

        a. humans will never lie.
        b. humans live in a world that is highly predictable and emotionally stable.
        c. humans can grasp history and biography and the relation between the two.
        d. there can be no promises when it comes to human activity.

4.   Which of the following is NOT a question posed by Mills in discussing the promise of sociology?

        a. What is the structure of society as a whole?
        b. Where does society stand in relation to human history?
        c. What varieties of men and women prevail in this society?
        d. What is the existential meaning of life?

5.   Humans' self-consciousness, according to Mills, is

        a. the ability to reflect on their own relationships with other humans.
        b. the lack of guilt in relating to others.
        c. the desire to be a friend to others.
        d. the ability to understand what is happening to themselves within a biographical and historical context.

6.   Which of the following does Mills fear best represents our time?

        a. indifference and uneasiness

b. hope and optimism
c. despair and pessimism
d. remorse and forgiveness

7.   In considering marriage, which is a structural issue?

      a. a husband and wife arguing over the household budget
      b. the rising divorce rate in a society
      c. the decision to have children
      d. one spouse transferring jobs to another location

8.   According to Mills, the relationship between troubles and issues is that

      a. troubles are public matters and issues are private ones.
      b. men suffer from troubles and women suffer from issues.
      c. troubles are private matters and issues are public ones.
      d. troubles and issues are so similar that they are indistinguishable.

9.   The relationship between individuals and society is such that

      a. individuals are formed by society.
      b. individuals contribute to the shaping of society and the course of its history.
      c. both of the above
      d. none of the above

10.   Mills cites the sociological imagination as consisting of the intersection between

      a. biography and history.
      b. the inside and outside perspective.
      c. the past and the present.
      d. the macro and the micro.

ESSAYS

1.   Compare and contrast what is meant by troubles and issues. What are the implications of these ideas for the study of human societies?

2.   What did Mills mean when he talked about the promise of sociology?

3.   Describe the relationship between history and biography.

4.   Mills states: "The most fruitful distinction with which the sociological imagination works is between 'the personal troubles of milieu' and 'the public issues of social structure'." Explain this quote.

Reading #3
"Should We Generalize about People?"
Joel Charon

1.   According to Charon, generalizing about people

        a. should never be done because it is a form of stereotyping.
        b. is inevitable and necessary in order to accomplish the tasks of everyday life.
        c. always leads to some form of negative impression of others.
        d. can never be accurate.

2.   The purpose of social science is to

        a. achieve accurate categorizations and generalizations about human beings.
        b. be able to understand individualistic action.
        c. relate its findings to as small a sample as possible.
        d. replicate the work of the natural sciences.

3.   Which of the following distinguishes humans from animals?

        a. there is really no difference between humans and animals.
        b. humans react to things in a stimulus-response mode, while animals do not.
        c. humans can understand their environment and not just respond to it.
        d. unlike humans, animals can interpret and respond to stimuli in a complex fashion.

4.   Generalizations come from

        a. the intuitive sense of the social scientist.
        b. categories that social scientist invent.
        c. an understanding of a specific social situation.
        d. a mixture of observations and learning from others.

5.   Which of the following statements accurately explains what a stereotype does?

        a. a stereotype is judgmental.
        b. a stereotype tends to be an absolute category.
        c. a stereotype does not change with new evidence.
        d. all of the above are accurate statements about stereotypes.

6.   A major problem with stereotypes is that

        a. they unfairly categorize people.
        b. they can be used to justify negative impressions of others.
        c. they are not based on systematic and careful analysis.
        d. all of the above are major problems with stereotypes.

7. Which of the following is <u>not</u> a way that social science attempts to create accurate generalizations about humans?

   a. social science tries hard not to be judgmental about categories of people.
   b. social science follows the belief that when trained observers make generalizations they must be accurate.
   c. social science rarely, if ever, asserts that a statement is absolute.
   d. social science tries to rely, as much as possible, on carefully gathered evidence.

8. When we say that generalizations in the social sciences are tentative and subject to change, we mean that

   a. social scientists are never certain of their findings.
   b. social scientific research is not very reliable or valid.
   c. evidence in the social sciences is constantly being examined and interpreted.
   d. none of the above

9. Charon defines categories as

   a. chunks out of our environment.
   b. perspectives on society.
   c. slices of the social pie.
   d. the way people think about others.

10. Why do social scientists seek to categorize?

    a. as an end in itself.
    b. to solve social problems.
    c. to overcome stereotypes.
    d. to understand cause.

ESSAYS

1. How does generalizing in the social sciences differ from the stereotypes people use in everyday life?

2. Why are stereotypes dangerous in society? How can we overcome these dangers?

3. What actions do social scientists take to assure that their generalizations are accurate? Do you believe that this is adequate?

Reading #4
"What's in a Name?"
Keith M. Kilty and Maria Vidal de Haymes

1.   According to the authors, though the U.S. Census can be considered a consistent form of
        data, in which of the following categories has the Census been most inconsistent?

        a. age
        b. gender
        c. race and ethnicity
        d. religion

2.   There are several reasons why the category of "race" is no longer considered to be identified
        as a meaningful force in American society because we really cannot discuss race in a "pure"
        sense anymore (due to the frequency of inter-relationships that have occurred). However,
        another reason the authors discuss for why social scientists and ordinary citizens have begun
        to shy away from "race" as a category to differentiate people is

        a. that people are uncomfortable with this category because it over emphasizes the power of
        these forces in society.
        b. because people have very little understanding of the difference between race, ethnicity,
        and nationality.
        c. because even using the word race has always had political meanings and uses.
        d. all of the above

3.   While most Whites accept the idea that racism is just a part of the past, empirical evidence
        shows that this is not true. Which of the following is cited as an example of the persistence
        of racism in American society?

        a. the low levels of inter-racial marriages that still exist in the United States.
        **b. media images that continue to portray certain racial and ethnic groups as
        "criminal" or "welfare cheats."**
        c. the low levels of educational attainment, particularly for Blacks, in American society.
        d. the over-representation of certain racial and ethnic groups in athletic endeavors.

4.   For the first six censuses in the United States, the primary categories of race were White and
        Black. Which of the following was not a category that showed up when the census increased
        the number of categories for describing people according to their race and/or ethnicity?

        a. Mulatto
        b. Native American
        c. Hispanic
        d. Asian

5.   According to the authors, which of the following is a reason for why Hispanics have
        occupied a unique place in American history, as compared to other racial and ethnic groups?

a. They were not treated as a menace that needed to be removed, such as Native Americans.
b. They were not formally enslaved, such as Africans.
c. They were not declined citizenship or excluded from American society, such as the Asians.
d. All of the above.

6. In the 1940 census, the term "Mexican" was dropped from the list of racial responses and Mexicans at that time were listed in which of the following ways?

   a. White, unless they were definitely Indian or some other race other than White.
   b. Hispanic, such as a member of any group that came from a Spanish-speaking country.
   c. They were not considered citizens of the United States, no matter how long their ancestry could be traced back to United States soil.
   d. Mexicans were simply excluded altogether from the census and were not counted at all.

7. Effective in the 2000 Census, the classification of data based on race and ethnicity changed the way people were categorized in which of the following ways?

   a. Five categories were included for race: American Indian, Asian, Black, Pacific Islander, and White.
   b. Two categories were added for data on ethnicity: Hispanic or Latino.
   c. Another category was included, "some other race," for people unable to identify with any of the five categories of race that was listed.
   d. All of the above.

8. By the time of the 2000 Census, what percentage of Americans was considered to be part of the Latino population?

   a. approximately 13%
   b. approximately 5%
   c. approximately 20%
   d. approximately 25%

9. One of the by-products of the slow recognition of Latinos in the census is which of the following?

   a. It made it easier for people to act toward them in a discriminatory manner.
   b. It made it easier to ignore this group of people as part of American society.
   c. It limited group awareness and the emergence of group solidarity among Latinos.
   d. All of the above.

10. For the most part, how did Hispanics become part of the American cultural landscape?

    a. They were formally enslaved and worked on plantations in the American South.
    b. They were legally denied citizenship to the United States.

c. They were largely acquired through imperialism and conquest.
d. They were seen as a criminal element that had to be removed from American soil.

ESSAYS:

1.   For many social scientists today, race is no longer considered a biological variable. These people argue that, due to the large amount of inter-racial relationships in the United States, the concept of pure "race" is no longer relevant. However, some people argue instead that race should be considered a social construct. Define what this means and explain the significance of this idea for how categories of people are treated in American society.

2.   According to Nobles (2000), as described in the article by Kilty and Vidal de Haymes, the census classification systems helped to create the concept of race and what it means in American society. However, Census authorities deny what Nobles is arguing and that they are not creating false definitions of race. Explain the position of the Census authorities and their defense of their racial classifications.

3.   With the expansion of the definitions of Hispanic or Latino as ethnic categories in the 2000 Census, one can predict that this might have significant effects on the American political, legal, justice, economic, and social systems. How do you see the greater use of the terms Hispanic and Latino as having an effect on American society more generally? Do you see this as a positive or negative for society as a whole? What does it say about the consistency and comparability of the Census as a form of sociological data?

Reading #5
"Three Sociological Perspectives"
Paul Colomy

1.   According to Colomy, sociology is generally divided along _____ and
        _____ dimensions.

        a. macro, micro
        b. profound, intense
        c. social, natural
        d. quantitative, qualitative

2.   The school of thought called "symbolic interactionism" is often associated with which
        university?

        a. Harvard University
        b. University of California, Berkeley
        c. University of Wisconsin
        d. University of Chicago

3.   Which of the following is NOT a core idea of symbolic interactionism?

        a. human beings act in terms of the meanings they assign to objects in their environment.
        b. meanings imputed to an action are socially constructed.
        c. all human action can be absolutely measured and controlled.
        d. different groups can assign divergent meanings to the same object.

4.   From a symbolic interactionist perspective, alcohol Prohibition in the early part of the
        twentieth century involved

        a. a battle over the discrepant meanings concerning alcohol.
        b. the desire of one group to have their view of alcohol take precedence over other groups'
        definitions of alcohol.
        c. the ability of a powerful group to get their interpretation of the law adopted.
        d. all of the above

5.   The person often associated with being the founder of functionalism is:

        a. Erving Goffman.
        b. Karl Marx.
        c. Emile Durkheim.
        d. Anthony Giddens.

6.   Which of the following is not a principle of functionalism?

        a. society must find a way address a large number of problems that it faces.

b. societies have developed multiple answers to the needs it faces.

c. society is nothing more than the sum of its individuals, and can only be studied by looking at individuals acting in face-to-face interaction.

d. society must be looked at as the inter-relations between different parts of social systems.

7.   For functionalists, which of the following might be considered a latent function?

a. the idea that committing crimes can help define the moral boundaries of a society.
b. the idea that schools can teach students how to be productive workers.
c. the role religion plays in passing on spiritual and cultural values to its congregation.
d. the manner in which government passes and legislates laws.

8.   Cohesion in society is created by

a. shared ceremonies and rituals that remind people that they belong to a group.
b. an agreement on core values and principles that practically all people know.
c. teaching young children the expectations and norms of the society.
d. all of the above

9.   The conflict perspective is most often associated with the writings of

a. Karl Marx.
b. George Herbert Mead.
c. Robert Merton.
d. Paul Colomy.

10.   Which is not a principle that guides the conflict perspective?

a. groups with antagonistic interests in society struggle against one another.
b. conflicts between groups provide the motivation for transforming institutions in society.
c. conflicts between groups will inevitably lead to cooperation between those groups.
d. conflicts usually occur between relatively powerful groups that try to subvert relatively powerless groups.

11.   According to the conflict perspective, social change occurs

a. very slowly and unpredictably.
b. as a result of groups trying to advance their own selfish collective interests.
c. when there is full cooperation between groups in the society.
d. only when war or natural disaster are present.

ESSAYS

1.   Briefly differentiate between symbolic interactionism, functionalism, and conflict theory.

2.   What is the difference between micro and macro perspectives in sociology? Using specific

theories, show how they are either macro or micro in their approach. Be sure to illustrate the differences between macro and micro sociology.

3.   What is the goal of theory in sociology? How do the three sociological perspectives differ in trying to attain this goal? How are they similar in their desires?

Reading #6
"From Summer Camps to Glass Ceilings: The Power of Experiments"
Michael J. Lovaglia

1.   In the Robbers Cave experiment conducted by Sherif, the researchers began the experiment thinking that:

        a. groups become more cohesive when faced with competition from another group.
        b. groups that are in conflict with one another eventually settle their differences.
        c. groups that vie for power with each other will always come out with a winner and loser.
        d. groups are more likely to cooperate when there is money involved.

2.   In the Robbers Cave experiment, which of the following was used by the experimenters to reduce conflict in the group?

        a. both groups watched the reality TV show, "Survivor," to see how other groups handle conflict.
        b. both groups worked together to find water on a hot summer day.
        c. both groups played tug-of-war and then when neither team won, they all became friends.
        d. both groups worked together to help another needy group.

3.   In general, experiments can best be described as a method whereby

        a. a sample of the population are polled to determine their opinions and attitudes.
        b. researchers believe in looking for emerging concepts after the experiment is begun.
        c. researchers test for evidence of a social process by comparing a small group of people who are chosen to be as similar as possible.
        d. randomization and replication are not considered important.

4.   Philip Zimbardo, a psychologist, is famous for re-creating which of the following in his laboratory at Stanford?

        a. a hospital
        b. a high school
        c. a fraternity
        d. a prison

5.   According to Lovaglia, why was the Zimbardo prison experiment so influential?

        a. it tested a condition that showed that a coercive setting can bring forth brutal behavior.
        b. it proved that Hitler was not really to blame for the Holocaust.
        c. it showed that when people are in prison they are likely to act in more conforming ways.
        d. it proved that prisons are not conducive places for rehabilitation.

6.   In an experiment designed to learn more about why some people perform so poorly on

standardized tests, the researcher, Claude Steele, hypothesized that:

a. IQ scores are directly linked to racial categories, no matter what other variables are present.
b. IQ scores are linked to what students perceive to be the consequences of their getting a low score.
c. IQ scores are positively correlated with higher socio-economic groups.
d. IQ scores are not a fair measurement of intelligence.

7.   Status Characteristic Theory contends that

a. men are smarter than women in science and math.
b. men and women are regarded equally in terms of decision-making abilities.
c. people expect men to contribute more to group success than women.
d. none of the above

8.   What is the name of the researcher who conducted research to test Status Characteristic Theory?

a. Karen Cook
b. Sigmund Freud
c. Claude Steele
d. Cecilia Ridgeway

9.   One of the chief advantages of experimental research is that it

a. allows for extraneous variables to affect the experimental and control group.
b. can be an effective tool for testing general theories.
c. permits researchers to study large aggregates of people in a relatively short time.
d. allows subjects free reign to behave in any way that they deem appropriate.

10.   Which of the following was not a research finding inspired by experimental design, as illustrated in this chapter?

a. a theory that could help reduce the racial gap in academic success
b. a theory that could help remove the glass ceiling for women in business
c. a theory that increases cooperation between groups
d. all of the above are research findings mentioned in this article

ESSAYS

1.   Describe the Robbers Cave experiment. What was the significance of the findings of this experiment for a better understanding of how people relate to each other in groups?

2.   Sherman and Berk devised an experiment that tested how arrests were made in cases of domestic violence. Explain how this experiment was conducted. What are the implications

for changing social policy, according to the findings of this experiment?

3.   According to Lovaglia, why are experiments such useful tools in social scientific research? Do you think this method is an effective one for learning about human behavior? Why or why not? What are its strengths and limitations?

Reading #7
"Sense and Nonsense about Surveys"
Howard Schuman

1.   According to Schuman, surveys tap into which of the following human inclinations?

        a. to gather information by asking questions.
        b. to learn about one's environment by examining a small part of it.
        c. both a and b
        d. none of the above

2.   The Gallup Poll gained famed because of which of the following reasons?

        a. it was able to predict the outcome of a presidential election because it used quotas as a sampling technique.
        b. it was able to tell poor people how they should vote in an election to receive the most beneficial tax advantages.
        c. it conducted its research via listeners to a famous radio show at the time.
        d. it used nonprobability sampling when others had not yet heard of this approach.

3.   Which of the following is true?

        a. the larger the sample size, the more accurate the results.
        b. the smaller the sample size, the more accurate the results.
        c. the accuracy of survey results is dependent on how random the population.
        d. none of the above

4.   Which of the following might be a problem with a survey that is taken for a telephone sample of people in the telephone directory?

        a. not all people are listed in the telephone directory.
        b. not all people have telephones.
        c. a and b above
        d. none of the above

5.   Which of the following is not a problem with surveys, as discussed by Schuman?

        a. answers to surveys depend on the form in which a question is asked.
        b. answers to surveys are a problem when the question is framed in too general a way.
        c. variation in wording can cause differences in samples, even if the researcher is asking about the same phenomenon.
        d. surveys are a weak method because they are poor at generalizing.

6.   In 1936, two polls were conducted by to predict the outcome of the U.S. presidential election. What was the name of the magazine that incorrectly predicted the winner?

a. Literary Digest
b. Reader's Digest
c. U.S. News and World Reports
d. Politics Today

7.   What is the name of the principle that states that if questions are held constant over time, differences over time are not seriously affected by specific question wording?

    a. the principle of random assignment of numbers.
    b. the principle of reactivity and inertia.
    c. the principle of form-resistant correlations.
    d. the principle of question-answer correspondence.

8.   Which of the following is <u>not</u> an advantage of survey research?

    a. survey researchers have a great ability to identify their own limitations and correct them.
    b. survey research is a good way to learn about a large portion of the population by studying a smaller portion of that same population.
    c. surveys are good at telling us about the hidden, secretive, and embarrassing events in people's lives.
    d. survey are a good way to learn about people's attitudes, values, and opinions.

9.   About how many people would have to be surveyed to assure that an accurate percentage of left-handed people in the United States were represented?

    a. 10
    b. 100
    c. 1000
    d. 10,000

10.   Which of the following is a characteristic of all research methods, according to Schuman?

    a. the need to interpret the results.
    b. the need to measure social variables.
    c. the need to ask large percentages of the population to get accurate results.
    d. all of the above

ESSAYS

1.   Describe the way that the <u>Literary Digest</u> and George Gallup conducted their surveys on the presidential election of 1936. Why was one so much more accurate than the other? What can this tell you more generally about how to conduct an accurate survey?

2.   Explain why the following statement is not true: "The larger the sample size, the more accurate the results." What are some of the measures that survey researchers should check to assure the accuracy of their results?

3. How does question wording affect survey results? What are some of the safeguards that survey researchers must use to assure that their wording is not overly affecting the results?

Reading #8
"The Promise and Pitfalls of Going into the Field"
Patricia A. Adler and Peter Adler

1.   Ethnography differs from other research methods in which of the following ways?

        a. it requires the researcher to be in the field for long hours for a relatively long period of time.
        b. it can be done quickly and cheaply by sampling a small segment of the population.
        c. it is best at controlling the environment and making sure that extraneous variable do not affect the data.
        d. it can be done in the library using precollected data.

2.   Which of the following phrases would be the best translation of the meaning of the word 'ethnography?"

        a. a cinematic version of reality.
        b. a literary digest of people's behavior.
        c. a portrait of the people.
        d. a volume of epic proportions.

3.   Which of the following is <u>not</u> one of the crucial stages of the ethnographic process, as described by Adler and Adler?

        a. data gathering
        b. data analysis
        c. data input
        d. data presentation

4.   When comparing interviewing done in ethnography with interviewing done in survey research, which of the following is more central to the ethnographic enterprise?

        a. gaining trust with the respondents.
        b. developing rapport with the respondents.
        c. establishing in-depth relationships with the respondents.
        d. all of the above

5.   Which of the following terms is used currently in studying one's self?

        a. autobiography
        b. auto-ethnography
        c. autonomic reflex
        d. auto-interpretation

6. When ethnographers get too close to their subjects so that they no longer can critically evaluate other people's perspectives, it is called

a. "going native."
b. "going under the knife."
c. "knowing the subject."
d. "undisturbed data."

7. When conducting ethnographic research, the Adlers advocate which of the following?

a. including the voices of the full spectrum of respondents.
b. using direct observation of respondents' behavior, whenever possible.
c. including personal reflections of the ethnographers changes of self while in the field.
d. all of the above

8. Current standards of ethical behavior for ethnographers require which of the following?

a. giving the names and addresses of all people in the study.
b. protecting people's identity by assuring them confidentiality and anonymity.
c. taking a covert role in the setting.
d. none of the above

9. Philippe Bourgois, in his book, In Search of Respect, studied which of the following groups?

a. doctors
b. lawyers
c. professors
d. crack dealers

10. For the Adlers, good ethnography should contain which of the following?

a. a systematic and rigorous plan for conducting the research.
b. the ability to be accessible and readable to a wide spectrum of audiences.
c. a desire on the part of the researcher to get in-depth analysis of people's lives.
d. all of the above

ESSAYS

1. Compare experimental research, survey research, and ethnography in terms of how each approach gathers its data. Explain how each approaches the scientific method, rules of being rigorous and systematic, and their rationales for generalization.

2. What are some of the problems that ethnographers might encounter in studying a religious cult? Explain how you might go about doing such a study, how you would circumvent these problems, and what problems might still exist, no matter how careful you were.

3.   Gaining entrée to a group, developing trust, and maintaining strong personal relationships with people in the group are all necessary for an effective ethnography. What are the ways that ethnographers have devised to gain access to a group and to maintain relations with them, without losing their objectivity?

Reading #9
"White Universal Identity as a Sense of Group Position"
Pamela Perry

1.   According to Perry, when Herbert Blumer referred to prejudice, he meant

        **a. negative feelings and discriminating behaviors resulting from a perceived threat to
        the sense of group position.**
        b. discrimination against African-Americans.
        c. that white privilege is so powerful in American society that all other groups were
        denigrated and powerless.
        d. individual and irrational hostilities people may have for those of a different race.

2.   Since the civil rights movement of the 1960s, it can be said that racism

        a.   has all but disappeared in American society.
        b.   has become even more prevalent that it was before the civil rights movement.
        c.   **still exists today, but in a more hidden and less direct form.**
        d.   has not changed much since the 1960s.

3.   In her article on white universal identity, Perry argues that

        a.   whites suffer tremendous guilt about the privileges that they receive over that of other
             races.
        b.   **whites do not believe that any entitlements they receive have anything to do with
             the color of their skin.**
        c.   whites feel that they deserve more privileges than other races because they have done
             more to make the United States a powerful county in the world.
        d.   whites feel as if they have an equal amount of privilege as any other races, especially
             since the United States is seen as the 'land of opportunity' for all its citizens.

4.   The idea of the Western, white self as a superior human being dates back to

        a.   the founding of the United States of America.
        b.   when slaves first came to the United States.
        c.   the civil rights movement of the early 1960s.
        d.   **the late sixteenth century**.

5.   Which of the following ideas about white racial identity did Perry posit as a key component
        of the importance and salience of white superiority?

        a.   the psychological need for the continuity of the self.
        b.   the universalized character of white culture and identity.
        c.   the white identity as a signifier for perfect human rationality and morality..
        d.   **all of the above**.

6. At Valley Groves, one of the schools studied by Perry, the students

    a. were racially isolated and never were challenged about their assumptions about race.
    b. were of mixed races, and frequently had to consider how other races were treated and differed from their own.
    c. considered racial aspects of society when Big Events involved blacks were headlines in the news.
    d. always thought about racial issues and were tuned into the different type of privileges each race received in society.

7. According to Perry, tracking students in high schools means that

    a. they ate lunch with students of similar racial backgrounds.
    b. each student received a report card weekly that kept track of their academic and behavioral performances.
    c. whites were more likely to be found in honors classes, and students from racial minorities were more likely to be found in low-level or remedial classes.
    d. the schools she studied were segregated and that people of different races were kept away from each other.

8. White students studied by Perry frequently felt feelings of threats during which of the following?

    a. When fights broke out in the school cafeteria.
    b. When they were consistently beaten in athletic events by black athletes.
    c. When they felt that students of color were given academic privileges, such as Affirmative Action, even though their grades may have been higher than the students of color.
    d. None of the above.

9. The merits of multicultural events was best expressed by students in which of the following ways?

    a. They gave voice and visibility to the voices and cultures of people who had been historically silenced.
    b. It gave white students an opportunity to learn more about cultures that were different from their own.
    c. Multicultural events and the ways students interpreted them helped define and reinforce a sense of whiteness as universal.
    d. All of the above.

10. When Perry asked the students in her study to check a box to indicate what race they were, she reported that whites would do which of the following?

a. Always checked the box that indicated that they were white.
b. **Deliberately check a box that indicated that they were "everything" or leave all the boxes blank.**
c. Deliberately checked a box that indicated that they were a "person of color," such as Black, Latino, or Asian.
d. Perry never asked the students in her study to check a box about race because she felt that would be a racist thing to do.

ESSAYS

1. Perry cites Blumer as talking about the "inner citadel" of the color line. What was Blumer arguing when he used this phrase?

2. Compare and contrast how the white students at Valley Groves High School felt about their race with how students at Clavey High School felt about their race? What are the implications of these differences for what Perry calls white privilege?

3. Discuss Perry's idea about "threats" to group position" and provide three (3) examples of how whites in Perry's study felt that their position of supremacy was being threatened.

Reading #10
"Core Values of the Straight Edge Movement"
Ross Haenfler

1.   According to Haenfler, "resistance" by subcultures refers to what?

        a. a reaction against the dominant, mainstream society.
        b. a reaction against adult authority.
        c. a reaction against the banality of suburban life.
        d. all of the above

2.   Straight edge (sXe) subcultures members embrace which of the following?

        a. a lifestyle that advocates the use of illegal drugs and alcohol.
        b. violent, aggressive behavior, especially among men.
        c. a lifestyle that abstains from the use of drugs, alcohol, tobacco, and promiscuity.
        d. political rebellion and anarchy.

3.   In the United States, members of the straight edge subculture are likely to be

        a. white, middle class, males, aged 15-25.
        b. black, lower class, males and females, teenagers.
        c. older adults, from a spectrum of racial and ethnic groups, mostly males.
        d. Latinos, young adults, high school educated, lower class.

4.   Which of the following is <u>not</u> an example of a youth subculture that is discussed by Haenfler?

        a. skinheads
        b. hippies
        c. fundamentalist Christian youth groups
        d. punks

5.   Which of the following is <u>not</u> a core value of the straight edge movement studied by Haenfler?

        a. clean living without drugs or alcohol.
        b. saving sexual relationships for caring relationships only.
        c. a spiritual quest for the "true self."
        d. a concern for education as a means of gaining success in society.

6.   A reason cited by Haenfler for members of the straight edge movement refusing to drink alcohol or do drugs is

        a. that it made them feel more in control of their lives.
        b. that it helped them cope better with adolescent stresses and problems.

c. that their parents did not want them to partake in these substances.
d. none of the above

7.   In terms of premarital sex, straight edge members believe which of the following?

a. it should never occur under any circumstances.
b. people can engage in premarital sex, but only in the confines of a meaningful relationship.
c. sex represents a normal expression of human feelings and should be sought out, if possible.
d. sex and music are both negative influences in contemporary American life.

8.   Women in the straight edge movement adopted which of the following ideals?

a. that women should be subservient to men and that we should embrace more traditional gender
values.
b. that women should be the primary caregivers and emotional support within the family.
c. that women should challenge traditional gender expectations and reject the norms of hypermasculinity and sexism.
d. a and b above

9.   Haenfler points out that many members of the straight edge movement may be seen as having conflicting values. Which of the following best illustrates this contradiction in their value system?

a. they advocate no smoking of illegal drugs, but partake in the consumption of tobacco.
b. they believe in no sex before marriage, but many have casual sexual affairs anyway.
c. they advocate clean living, but they often litter and do not clean up the environment after their concerts.
d. they state that they are antisexist, but the subculture is focused on a male-centered ideology.

10.   Which of the following methods best described the way that Haenfler conducted his study of the straight edge movement?

a. survey research
b. experimental design
c. participant observation, but he made sure that he kept his distance and remained objective
d. participant observation, but adopted most of the group's ideology and became a member

ESSAYS

1.   According to Haenfler, many youth subcultures are borne from the desire to challenge the values of their parents. What is the term he used to define this idea? Based on Haenfler's discussion, suggest ways that youth subcultures are anti-establishment.

2.   How do subcultures relate to the larger culture? Are they always opposed to the larger culture or do they sometimes take a position that is aligned with the larger subculture? Select a subculture you have witnessed (or belonged to) and explain three (3) of their core values, in much the same way that Haenfler illustrated the straight edge movement's core values.

3.   What are the core values of the straight edge movement? What are they reacting against? What are they resisting? Do you think that they have been successful in their goals?

Reading #11: "Constructing Authenticity and Ethnicity in the Mexican Restaurant"
Marie Sarita Gaytán

1.   According to Gaytán, consumption becomes a means through which the search for authenticity in society represents

        a. quality, efficacy, and legitimacy of one's experiences in a setting.
        b. beauty, honesty, and legality of one's experiences in a setting.
        c. choice, relevance, and efficiency of one's experiences in a setting.
        d. dishonesty, illegality, and illusion of one's experiences in a setting.

2.   According to this article, one way in which restaurant owners construct the feeling of authenticity for its customers is by

        a. Having traditional décor that reminds people of the home country.
        b. hiring waitstaff who only speak the native language represented by the cuisine of the home country
        c. making customers feels as if they are family with the owners.
        d. all of the above.

3.   In trying to create an atmosphere of authenticity in a Mexican restaurant, one of Gaytán's respondents, Enrique, said that it is more important to

        a. replicate the experiences one would have in a Mexican restaurant in Mexico than in the home.
        b. replicate the experiences one would have in a Mexican home than in a Mexican restaurant.
        c. serve food that Americans are used to eating than to what is actually eaten in Mexico.
        d. have a wide variety of food and a big menu so that customers have more choices of what they can eat.

4.   Ricardo, a respondent of Gaytán's, claimed that Mexican food is authentic if

        a. it is authentic in comparison to other Mexican restaurants in the United States.
        b. it is authentic in comparison to Mexican restaurants in Mexico.
        c. it is authentic if it represents a particular region of Mexico, such as Jalisco.
        d. Ricardo said that there are no truly Mexican restaurants in the United States, as the ingredients can never be the same.

5.   Doug, a respondent of Gaytán's, created a taco that he called a version of a burrito. What was the importance of making these two foods seem similar to Doug and his customers?

        a. In Mexico, tacos and burritos are really the same thing, so he saw no reason to differentiate these foods in America.
        b. By calling these items the same thing, Doug was calling attention to the healthier aspects of the taco over the burrito.

c. By calling these items the same, Doug was presented a hybrid preparation and production of Mexican food that was easier for Americans to understand.
d. Doug was trying to fool his customers by calling these items the same since Americans really did not know the difference anyway.

6.   Doug and Sara, two restaurateurs interviewed in this study, served food that was actually a combination of Mexican cuisine and other types of cuisines, such as Thai or Mediterranean. This process can best be described, according to this article, as

a. inauthenticity.
b. authenticity.
c. hybrididization.
d. aesthetics.

7.   When restaurateurs engage in a practice that is called "hybrid inauthenticity," they are actually trying to

a. fool the customers that the food in their restaurants is exactly how they would find it in their home countries.
b. honor the traditions of their home countries even if the food is only an approximation of the foods that they would see served at home.
c. mix up the foods of different countries to create meals that American palates, which traditionally like less spicy food, can handle.
d. None of the above.

8.   Large chain ethnic restaurants, such as El Torito, described in this article, are most concerned with attempting to create for their customers which of the following?

a. They were trying to reach the widest customer base possible.
b. Market the food so that it seemed "familiar" to American palates and not something exotic and distinct unto itself.
c. A theme in the restaurant that made it seem authentic to Americans because it makes them feel "warm" and "cozy," just as they might feel in Mexico.
d. All of the above.

9.   Critics of the inauthenticity of ethnic cuisine in America point to which of the following as a problem created by the hybrid types of cooking and décor?

a. Americans actually believe that they are getting the same experiences as they would in the home country the restaurant purports to represent.
b. By presenting inauthentic food, these restaurateurs are denigrating the culture of the home lands they represent.
c. People who are not classified as Americans remain unrecognized for their contributions to social, cultural, and economic expressions of public consumption.
d. These people believe that, even though the food is not authentic, it at least brings attention to the cuisine and culture of cultures foreign to most Americans.

10. According to Daniella, one of the managers of a chain Mexican restaurant in this study, customers like to "eat Mexican," but not "drink Mexican." What did she mean by this?

a. It creates an atmosphere that is "ethnic," but not too "ethnic," and "authentic," but not too "authentic."
b. Americans have an image of Mexicans as drunks and lazy who sit around bars drinking tequila and beer all day. This is not the theme her restaurant wanted to portray.
c. Americans like the taste of Mexican food, but find the alcohol distasteful to them.
d. To "drink Mexican" would mean that her restaurant would not be able to cater to children, a big portion of her clientele.

ESSAYS

1. This article argues that authenticity in the Mexican restaurant is a social construction. What does this mean and give two (2) examples of how Mexican restaurants are social constructions of restaurants one might find in Mexico.

2. What are the problems that scholars of race and ethnicity have with the type of "inauthentic hybridization" of the Mexican restaurant in American culture? What are the implications of this for how Americans view people from these other cultures?

3. One of the scholars cited by Gaytán claims that ethnic restaurants in the United States are "a site of contestation where capitalism, patriarchy and colonialism continue to re-inscribe relational hierarchies." What does this mean and why does this author see this as a problem for ethnic relations in the United States?

Reading #12
"Inclusion and Exclusion in Preadolescent Cliques"
Patricia A. Adler and Peter Adler

1. Which of the following is <u>not</u> a characteristic of cliques mentioned by Adler and Adler?

   a. they usually involve members of both genders.
   b. they are hierarchically arranged.
   c. they are exclusive.
   d. they are friendship circles.

2. One way in which new members can be brought into preadolescent cliques is by

   a. inviting them to parties where they will be impressed by clique members' material possessions.
   b. recruiting likely and desirable candidates.
   c. talking about them behind their backs.
   d. calling them on the phone.

3. Application for membership into a clique can be accomplished more easily for

   a. large groups of people who all want to be accepted at the same time.
   b. small cohorts of people who are good athletes.
   c. individuals who act alone and don't need to bring along a whole group of others.
   d. the smartest individuals in the grade.

4. What is meant by "cooptation" in cliques?

   a. that all members of the social circle cooperate equally.
   b. that the members of the clique form a communal social group that helps others in trouble.
   c. that there can rarely be a group that cooperates with each other.
   d. that certain members of the group are given special attention to assure their membership.

5. In terms of ingratiation into the clique

   a. there were times when more popular members strove to flatter less popular members to assure their allegiances.
   b. popular members rarely stooped to the level of less popular members, maintaining their status differential whenever they could.
   c. when individuals rejected clique invitations to join, others reacted by calling them ungrateful.
   d. it was impossible to ingratiate yourself into a clique if you were a lower class person.

6. Despite the negativity of clique leaders, other classmates tended to side with them because

a. there were death threats made to them.
b. they admitted their prestige and feared their influence.
c. they strongly agreed with the tactics they used on less powerful classmates.
d. of the "Stockholm syndrome," where they identified with the aggressors.

7.   Once individuals became an inside member of a clique

a. no one would ever pick on them again.
b. outsiders would always pick on them.
c. insiders would often still ridicule them.
d. they were accepted and treated well by insiders.

8.   Which of the following is <u>not</u> a technique of exclusion used by cliques?

a. subjugation of the out-group
b. compliance
c. stigmatization
d. recruitment

9.   Which of the following is <u>not</u> a way that cliques often stigmatize others?

a. taunting
b. physical degradation
c. shouting out their grades to the whole class
d. ignoring

10.   Once people have been expelled from a clique,

a. they often have trouble being accepted by even the unpopular children.
b. they are usually quickly re-admitted into the group without much trouble.
c. they commonly grovel and submit to the leader in an attempt to gain re-admittance.
d. their parents often go to the school to complain to administrators and other parents.

ESSAYS

1.   Describe three (3) ways in which cliques can actively include people in their group.
        Describe three (3) ways in which cliques can actively exclude people their group.

2.   What does the article about preadolescent cliques say more broadly about group dynamics?
        How are the examples used in this article actually just precursors for what people find in
        adult life?

3.   Prejudice and bigotry are said to be chief components of human group life for adults.
        Explain how these concepts are fostered by the clique behavior of preadolescents.

Reading #13
"The Impact of Pervasive Beauty Images on Black and White Girls' Self-Concepts"
Melissa Milkie

1.   For Milkie, the author of the article on the beauty images of adolescent girls, the
        significance of teen magazines is that

        a. reading these magazines helps girls to conform to the norm of adolescent femininity.
        b. these magazines give girls advice on "fitting in."
        c. these magazines helps girls understand the opinions of others in their culture.
        d. all of the above

2.   One reason why teen magazines for girls are more likely to be read by rural, white girls is
        that

        **a. these girls may have less contact with the larger world and the magazines give them
        a glimpse into the mainstream culture.**
        b. these girls may have poorer educational systems than in urban areas, and the magazines
        are a way for them to read more often.
        c. girls in more urban locations think that these magazines are unsophisticated and find more
        current fashion trends from among their urban peers.
        d. these girls have to look at the magazines to decide on how to wear their hair and what
        clothes to buy.

3.   Black girls are less likely to read mainstream girls' magazines because

        a. they cannot afford them.
        b. they are not adequately represented in these magazines.
        c. they are generally not sold in the neighborhoods where they live.
        d. actually, black girls read these magazines with the same frequency as white girls.

4.   Which of the following is <u>not</u> a common theme represented in mainstream teen magazines?

        a. make-up tips
        b. fashion
        c. relations with boys
        d. career hints

5.   Despite the popularity of mainstream teen girls' magazines, one of the common criticisms
that even the girls who read them express is

        a. there is too much advertising.
        b. they cost too much.
        c. the images in them are not representative of how girls really look.
        d. all of the above

6. A difference between white and black readers of mainstream girls' teen magazines is that

a. there is no difference; both groups generally related to the magazines in the same way.
b. white girls generally emulated the feminine images presented in the magazines, while black girls did not relate to them.
c. the magazines generally represented black girls' images of what girls should look like, while white girls felt distanced from the images.
d. white readers of these magazines were of a higher social class.

7. According to Milkie, a problem with mainstream white girls' teen magazines is

a. there is a paucity of minority representation in these magazines.
b. girls wanted to emulate the images in these magazines, even though they saw them as unrealistic and unattainable.
c. girls experienced relative deprivation because they could not attain the valued images present in these magazines.
d. all of the above

8. When comparing black girls and white girls on the basis of their self-perceptions, we can generally say that

a. white girls are more satisfied with their appearance than black girls.
b. black girls are more satisfied with their appearance than white girls.
c. black and white girls are equally dissatisfied with their appearance.
d. white girls base their self-images on how others think of them, while black girls are significantly less concerned with this.

9. To which of the following physical traits do white girls attach the greatest significance?

a. hair color
b. size of nose
c. straightness of teeth
d. body shape

10. In girls' teen magazines, the "black" media, as compared to mainstream white media, generally

a. portray more negative images concerning physical appearance.
b. don't show any concern for body images.
c. provide a wider range of acceptable physical appearances.
d. are judgmental about the ways in which black girls should look.

ESSAYS

1. What role do the media play in propagating certain images of how women should look in society? How does this differ by race?

2.   Milkie's research indicates that the beauty images that white and black girls receive from popular teen magazines are different. Explain how they are different. What are the broader implications of these differences?

3.   Compare and contrast the differences in the beauty images depicted for black and white girls in teen magazines. Does Milkie make an implicit judgment about which image of beauty is healthier for society? If so, what and why?

Reading #14
"Asian American Ethnic Options: How Cambodian High School Students Negotiate Ethnic Identities"
Vichet Chhuon and Cynthia Hudley

1.   Asian American, somewhat controversially, have been referred to as a "model minority.'
        According to the authors of this study, what problem does this raise for Cambodian
        Americans?

        a. Conforming to the "model minority" stereotype, may cost Cambodians from adhering to
        their own ethnic identity, distinct from other Asian groups.
        b. Conforming to an Asian American stereotype, even if positive, may encourage
        Cambodians to develop negative feelings and misconceptions about their own group.
        c. Cambodians who embrace this stereotype may form unrealistic pressures to achieve that
        undermine their schooling.
        d. All of the above.

2.   In comparing Cambodian students' academic performance with other ethnic groups,
        research finds that they

        a. consistently outperform almost all groups in terms of their GPAs and scores on
        standardized tests.
        **b. consistently underperform almost all groups in terms of their GPAs and scores on
        standardized tests.**
        c. are found to be about equal with other Asian groups, but outperform Latino groups in
        terms of their GPAs and scores on standardized tests.
        d. cannot be compared to any other ethnic group because of their distinct culture, the relative
        smallness of their population in America, and that they have not been adequately tested in
        the United States.

3.   Chhuon and Hudley's research revealed two types of Cambodian students. Which of the
        following most accurately reflect these two types?

        **a. Those who identified with the panethnic ideal of the model minority and those who
        embraced solely a Cambodian ethnicity.**
        b. Those who embrace an American ethnicity and those who relate best to their Cambodian
        ethnicity.
        c. Those who rejected the panethnic ideal of the model minority by protesting and those who
        rejected the panethnic ideal by deliberating doing poorly in school.
        d. Those who relate best to their Cambodian identity and those who try to pass themselves
        off as other types of Asians, such as Koreans, Japanese, or Chinese.

4.   When trying to assess the number of Cambodian students in Comprehensive High (CHS),
        the researcher found which of the following?

        a. The administrators kept an exact figure of the number of Cambodians who attended their

school.
b. Because of their relatively small numbers, Cambodians were not separately counted, but just subsumed under a general category of Asian.
c. Cambodians and Filipinos were categorized as one group, since these two ethnic groups share historical and cultural similarities.
d. School administrators did not even realize that there was a group of students who were from Cambodia at CHS.

5. One of the teachers at CHS expressed that the successful academic records of Asian American came largely from their family values, a belief consistent with the model minority stereotype. In terms of the Cambodian students, being seen as Asian had which of the following effects?

    a. They, too, were seen as a model minority and it helped them be seen as positive by the teachers and administrators.
    b. The teachers were unable to differentiate Cambodians from other Asian groups so they had no particular image or opinion about Cambodian students.
    c. The stereotype of Asian American came at the expense of Cambodians' ethnic identity and made for less positive views of the Cambodian students.
    d. Since Cambodians achieved at the highest levels of academic performance, they actually helped the image of all Asian American students at the school.

6. When Cambodians were placed in "nonmagnet" schools in their district, which of the following is most accurate of their experiences there?

    a. Because they were seen as Asians, they were over-represented at the top echelon of these schools.
    b. Greater resources at these schools were directed toward Cambodians than other racial and other groups, such as Blacks, who were at these schools.
    c. Cambodian students were not stigmatized at "nonmagnet" schools because of their Asian identity, making these schools more comfortable places for them to succeed.
    d. None of the above.

7. For those Cambodian students who were deemed "panethnic identifiers," a typical rreaction for them would be which of the following?

    a. Proud of their heritage, they made sure people knew they were Cambodians first, and de-emphasized other aspects of their Asian cultures.
    b. They were more likely to identify their "other half" of Asian identity, rather than Cambodian, because of the negative images of being Cambodian.
    c. These students were proud of their Asian identity, and happily identified with all aspects of being Asian and its various cultures.
    d. None of these students would even admit to being Asian and usually hid this from others at the school.

8. The students termed by these researchers as "panethnic identifiers" usually followed which

path?

a. An identity seen mostly as Asian as this would put them in a more positive light with other students, teachers, and administrators.
b. They preferred to be seen as Asians, not Cambodians, as they were ashamed of some of the stereotypes that surrounded other Cambodian students.
c. Whether in "magnet" or "nonmagnet" schools, they embraced a more Asian identity as compared to a Cambodian one.
d. All of the above.

9.   Of the students who were "Cambodian identifiers," which of the following was NOT seen as an advantage to be seen as Cambodians?

a. Being seen as Cambodians, allowed them to express pride in their ethnic heritage, even if there were some negative stereotypes associated with this label.
b. Many of these students saw it as a badge of honor to express their ethnic heritage and it made them even more motivated to graduate from high school.
c. They were more likely to be seen as hoodlums, gang members, and delinquents, labels they embraced and thought it made them look tough.
d. They saw their panethnic identity as something they could trade on, using the term Cambodian when it was to their advantage, and using other Asian identities when that would help them.

10.   According to this article, the Cambodian students the researchers studied could be categorized in which of the following ways?

a. They were uniform in their agreement that being Cambodian was a positive aspect of their ethnic identities.
b. They were uniform in their agreement that being Cambodian was a negative aspect of their ethnic identities.
c. Some of the Cambodian students were proud to be seen as Cambodians first, while others felt more comfortable identifying with different aspects of Asian culture more generally.
d. Cambodians represent such a diverse group that the researchers had trouble categorizing them at all.

ESSAYS

1.   This article argues for and against the ideal of Asian Americans being called a model minority. What is a model minority and provide two (2) examples why this stereotype can be a good thing and two (2) examples of why it can be a bad thing in society.

2.   Describe the differences in how the "panethnic identifiers" related to their Cambodian ethnic identity with how "Cambodian identifiers" identified with their ethnic identity. Give three (3) examples for each group.

3. Being considered panethnic for many of these Cambodian students was seen as a positive label. However, it also has negative consequences for their group, for other Asians, and for racial and ethnic relations in America. Discuss why, despite some advantages, embracing a panethnic identity can be seen as negative for the future of American ethnic relations. What do we stand to lose if all Asian Americans (or Latinos) only choose the route of panethnicity in future generations?

Reading #15
"Meanwhile Backstage: Behavior in Public Bathrooms"
Spencer E. Cahill, *et al.*

1.   The study of public bathroom behavior is essentially a study of

        a. back and front region behavior.
        b. deference and demeanor in public life.
        c. individuals' struggle between cleanliness and contamination.
        d. the functions of the toilet in everyday life.

2.   Negative interpersonal rituals serve the purpose of

        a. chastising people for behavior that goes against the norms of etiquette in society.
        b. allowing people to have privacy in public places and to not be bothered by others.
        c. sanctioning people who commit deviant acts.
        d. none of the above

3.   A term characterizing the behavior of strangers who come into contact with one another in
        open regions of public bathrooms is

        a. embarrassment.
        b. voyeurism.
        c. civil inattention.
        d. remedial interchange.

4.   The "nonperson treatment" accorded most men in urinals refers to

        a. how men carefully glance at the other's private parts.
        b. the ways in which men urinate into a toilet.
        c. the seeming invisibility of various men in a public bathroom.
        **d. the ways in which men carefully avoid looking at a person's activities in an adjacent
              urinal.**

5.   From a sociological perspective, why is washing hands in a public bathroom essential to
        interaction?

        a. there is a strong concern for hygiene in American culture.
        b. the ritual of hand washing demonstrates respect for others.
        c. since hand washing is taught to children at young ages, adults must do it to reinforce the
        behavior.
        d. hand washing is thought to be considered next to godliness.

6.   When in a public setting, we expect others to "have their faculties in readiness for any face-
        to-face interaction that might come." This phrase refers to

a. professors who come to class prepared with lecture notes.
b. the old Boy Scout motto about "being prepared."
c. meeting a standard requirement in society concerning physical appearance.
d. being ready to apologize for mistakes you might make in front of others..

7.   Why are mirrors present in public bathrooms?

a. this is a distinctly American phenomenon that indicates that Americans are overly concerned with appearance.
b. these represent reflections of our self-images that we don't want others to see.
c. mirrors are our symbolic links with other animals.
d. mirrors allow people to re-establish their personal fronts.

8.   In terms of Goffman's theory, what purpose does the public bathroom serve?

a. it is a place where we can go to urinate and defecate and without it, society would falter.
b. the bathroom provides a back stage region to perform behavior that often cannot be done in the front stage.
c. public bathrooms are the oasis in the desert for people who need a to talk about others.
d. society demands that the public bathroom offer a save haven where we can perform any act without having to hide it from others.

9.   Handwashing in public bathrooms is more likely to occur

a. if there are other people present.
b. when there is no line for the toilet.
c. almost always after defecation or urination.
d. in higher class bathrooms.

10.   In the study of public bathrooms, the researchers found that

a. very few people care what they do once they enter into this back stage region.
b. most people reject the idea that the public bathroom is a place where we can perform private acts.
c. the bathroom is a place where we can see that most people are concerned with the central values and behavioral standards that are agreed upon by society.
d. ordinary people let down their guard and engage in the reconstruction of civil society.

ESSAYS

1.   What is the importance of the public bathroom? What functions does it serve for society?

2.   How does the study of public bathrooms illustrate Goffman's theory of dramaturgical sociology? What concepts have you learned about that are applied to this study?

3.   Cahill *et al*. state in their article that "[this] systematic study of routine bathroom behavior

reveals just how loyal members of this society are to the central values and behavioral standards that hold our collective lives together." What are the central values and behavioral standards to which Cahill and his colleagues are referring? Choosing two (2) examples from this chapter, illustrate these values and behaviors.

Reading #16
"The Engagement Proposal as Performance"
David Schweingruber, Sine Anahita, and Nancy Berns

1.   Which of the following is NOT considered a contemporary romantic rite of passage, according to the authors of this article?

        a. the wedding
        b. bachelor and bachelorette parties
        c. divorce proceedings
        d. bridals showers

2.   From a dramaturgical sociology perspective, what is one of the primary functions of engagement proposals?

        a. It communicates to each other and to secondary audiences that the couple is entering a new phase of their relationship, one that signifies greater commitment.
        b. It is an occasion for the couple to show materially what they can afford, compares themselves to others in the situation, and serves as a status symbol in society.
        c. It allows the couple to engage in premarital sex that some groups would find deviant if they were not engaged.
        d. It is a ceremony that had much meaning a hundred years ago, but in modern times it has very little significance in the romantic relationship of a couple.

3.   In the contemporary engagement ritual, these authors found that

        a. either the man or the woman could be the initiator of the proposal.
        b. women more often than men are now the initiators of the proposal.
        c. men, as in earlier times, are almost always the initiator of the proposal.
        d. none of the above.

4.   The response of family and friends to the proposal ritual is important to the couple for what reason?

        a. These other people may doubt the reality or the appropriateness of the engagement.
        b. The ritual indicates to others the quality of the couple's relationship.
        c. The way that the ritual was carried out may reflect on the nature of the man and the commitment he has to the relationship.
        d. All of the above.

5.   Which of the following is considered to be the most important symbolic factor in indicating that the proposal was serious and real?

        a. The presentation of a ring by the man to the woman.
        b. The verbal request, complete with getting down on one knee, which the man makes to the woman.

c. The acceptance of the proposal by the woman's family.
d. The bachelor party thrown by the man's friends that proves that he is committing to a relationship with a woman.

6.   What is one of the purposes of the "surprise" factor in the proposal ritual?

a. Usually, the woman has no idea that a marriage proposal is even imminent, so there is always a question of doubt if she will accept or not.
b. The surprise allows the woman to respond spontaneously to the man, which captures an outpouring of emotion that indicates the true significance of the event.
c. Since both the man and the woman actually know that the proposal is coming, the surprise element only serves as a dramaturgical ritual that has little meaning to either participant.
d. Only women are taken up in the moment, but men report that since they have done the planning, the surprise element has little meaning to them.

7.   Which of the following was NOT a strategy used by the men in this study to make the proposal ritual seem more romantic?

a. Choosing a landmark or location that was seen as special in the couple's relationship.
b. Including a favorite object that had special meaning to the couple.
c. Delivering the ring in a creative and unique way.
d. Having the couple's parents near-by after the ritual was performed.

8.   Which of the following is an example of the kind of instructions that women provide for men before the ritual to make sure that it is what they want?

a. Women specified exact parts of the script, such as getting down on one knee, that they expected would be performed.
b. Women instructed the men about the exact time and place that they would prefer for the ritual.
c. Women had expectations for how the ritual would be made romantic or special.
d. All of the above.

9.   In terms of the surprise of the ritual and the selection of the ring, which of the following was the <u>least</u> common, as illustrated by the respondents in this study?

a. The couple picks out the ring together.
b. The man picks out the ring himself, without any input from the woman.
c. The woman provided some information to the man about the ring, but he picked it out not in her presence.
d. There was a period of time after the ring was purchased that the woman was "in the dark" about the final purchase.

10.   The authors of this article claim that the engagement ritual is more dramaturgical than ideological. However, critics of this approach (those who think it is ideological) might argue which of the following?

a. The ritual merely serves the needs of a society that believes in patriarchal heterosexuality and transnational capitalism.
b. The ritual only serves to perpetuate sexist divisions in society and is a sign of the conservative nature of how we view marriage and the family today.
c. Given that only heterosexual couples were studied, there is an inherent homophobic bias in the study.
d. All of the above.

ESSAYS

1. Today's engagement proposal might be seen as a return to traditionalism. Given that the role of the family has changed over the past century, one might expect that so too would this ritual. Why do you think that this ritual remains as strong as ever and what functions do you think it serves both for the couple and society at large?

2. This article can be seen as an example of dramaturgical sociology, as first proposed by Erving Goffman. From your reading of this article and your knowledge of this theoretical approach, explain why the engagement proposal can be seen in dramaturgical ways. Select three (3) concepts from the article that illustrate dramaturgy in social interaction.

3. There remain elements of sexism in the contemporary engagement proposal. From your reading of this article and your own observations, what parts of the proposal can be seen as perpetuating sexism in society? Despite our attempts to lessen sexism in society, why do you think it remains such a strong component of this ritual? Do you see this changing in the future or remaining the same?

Reading #17
"The Mark of a Criminal Record"
Devah Pager

1.   Pager's article is an experiment that is devised to test which of the following correlations?

        a. the effect of race on the employability of black and white men who have been incarcerated.
        b. the effect of a criminal record on the educational attainments of black and white men.
        c. the effect of incarceration on men and women.
        d. the effect of gender on the employability of people who have a criminal record.

2.   When comparing the incarceration rates for young black males with white men of the same age in the year 2000, research has shown that blacks are how much more likely to be imprisoned?

        a. 100%
        b. 10%
        c. 1%
        d. white and black males of the same age are equally as likely to be in prison.

3.   Of all those who are currently in the prison population, what percentage will eventually be released?

        a. 50%
        b. 75%
        c. 95%
        d. 10%

4.   In Pager's article, "The Mark of a Criminal Record," which hypothesis did she try to test?

        a. the sign of a criminal record should be less consequential for blacks than whites in terms of future employability.
        b. the sign of a criminal record should be worse for blacks than whites in terms of their future employability.
        c. the sign of a criminal record should affect blacks and whites equally.
        d. Pager discusses all three of the possibilities above.

5.   According to the graph presented by Pager that illustrates the effect of having a criminal record and the likelihood of a job candidate getting a callback after an interview (Figure 17.1), which of the following is the most accurate statement?

        a. having a criminal record and getting a call back has no statistical correlation.
        b. having a criminal record will make it twice as likely that the candidate will get a call back (as compared to someone without a criminal record).
        c. having a criminal record will make it half as likely that the candidate will get a call

back (as compared to someone without a criminal record).
d. having a criminal record assures the candidate that he will not get a call back at all.

6.   According to Pager, having a criminal record is preferred by some employers. Which of the following is an example of an employer who is more likely to hire a person with a criminal record?

a. restaurants, hotels, and other service industries.
b. people who think that people who have a criminal record will be more motivated because they don't want to return to prison.
c. people who think that people who have a criminal record are more honest than those who don't have a criminal record.
d. people who like to give others a chance.

7.   According to the graph presented by Pager that illustrates the effect of having a criminal record on both black and white candidates (Figure 17.2), which of the following is the most accurate statement?

a. blacks without a criminal record are less likely to receive call backs than whites with a criminal record.
b. blacks without a criminal record less likely to receive call backs than whites without a criminal record.
c. blacks with a criminal record are less likely to get a call back than whites with a criminal record.
d. all three of the above are indicated in Figure 17.2.

8.   Pager estimates that the negative effects of having a criminal record for employability is _____% larger for blacks than for whites.

a. 10
b. 33
3. 40
4. 50

9.   From reading Pager's study, what can you conclude about the effects of having the mark of a criminal record?

a. most employers are fairly forgiving of criminals, as long as they have not repeated their crimes several times.
b. most employers are reluctant to hire people who have criminal records, no matter the race of the potential employee.
c. most employers are reluctant to hire people who have criminal records, but the effects of race are even more profound than the effects of having a criminal record.
d. none of the above

10.   Pager's article on the effects of having a criminal record on employability suggests which of

the following outcomes for men and women?

a. women will have an easier time than men in getting employment after being incarcerated.
b. men will have an easier time than women in getting employment after being incarcerated.
c. Pager makes no assumptions about the differences between men's and women's employment chances after being incarcerated.
d. only white women will have an easier time than men in getting employment after being incarcerated; black women have the same likelihood as black men of being getting employment after being incarcerated.

ESSAYS

1.   Using information from Pager's study, show how racial stereotypes and prejudicial attitudes persist in U.S. society. What did you learn from this study that proves that blacks do not get the same opportunities as whites?

2.   According to Pager, more than 2 million people are currently incarcerated. Using information you have gathered from her article, what are the likely outcomes for these people when they leave prison and enter conventional society? Do you think this is good or bad for society? Please defend your position.

3.   Many studies have shown that finding steady employment after being in prison is one of the strongest predictors of resisting further criminal behavior. If this is the case, what can be done in our prisons to assure the employability of people when they are released? Do you think that a change in these policies can affect the employability of ex-convicts? Why or why not?

Reading #18
"Fraternities and Collegiate Rape Culture"
A. Ayres Boswell and Joan Z. Spade

1. Which of the following has <u>not</u> been cited as a possible variable associated with the greater likelihood of accepting rape myths?

    a. having a lower grade point average.
    b. residing in a fraternity or sorority.
    c. consuming larger amounts of alcohol and drugs.
    d. placing a higher value on social life on campus.

2. Which of the following is <u>not</u> generally a characteristic of a party at a low-risk fraternity house for rape?

    a. considerable interaction between men and women.
    b. considerable gender segregation during parties.
    c. many couples kissing and displaying affection toward each other.
    d. a relatively little amount of cursing and yelling.

3. A term applied by the authors of "Fraternities and Collegiate Rape Culture" to women who were the sexual conquests of fraternity men was

    a. sausagefests.
    b. sluts.
    c. faceless victims.
    d. heterogeneous females.

4. In terms of gender relations on college campuses, which of the following do Boswell and Spade note as a trend that has occurred over the last several decades?

    a. more traditional patterns of dating are prevalent.
    b. homosexual partnering has recently become an accepted form of gender relations.
    c. fewer men and women are meeting within the context of the Greek system.
    d. hooking up has replaced dating as the predominant form of inter-gender relations.

5. For women, the term "hooking up" refers to

    a. kissing and petting but not sexual intercourse.
    b. sexual relations that always end up with sexual intercourse.
    c. dating a boy, but not necessarily having any physical contact.
    d. specific positions that men and women take in bed.

6.   When college students on the campus that was studied in the article written by Boswell and Spade referred to "seeing each other," they meant

        a. that they saw members of the other gender in class every day.
        b. that they were sexually involved with an individual, but that they were free to date other people.
        c. that they were in an exclusive monogamous relationship.
        d. that they had no sexual contact with the other person, but that they were good friends.

7.   Men were more likely to treat women with respect when

        a. they were in large groups of men who could observe their behavior.
        b. they could ask them out on a date, plan a night out together, and eat a meal together.
        c. when they saw women on an individual basis, without other men around.
        d. men rarely treated women with respect on this college campus that was studied.

8.   When discussing relations between men and women on college campuses, the term "double standard" refers to

        a. the likelihood that both genders will have equal access to power and privilege on that campus.
        b. differential appearance norms for overweight men and women.
        c. men being less promiscuous than women.
        d. men having positive reputations when they sleep around while women having negative reputations when they sleep around.

9.   Which of the following are ways in which men degraded women on the college campus studied by Boswell and Spade?

        a. heckling women as they walked by the frat houses.
        b. hassling fraternity brothers whose girlfriends slept over .
        c. watching fraternity brothers while they were having sex with unattractive women.
        d. all of the above

10.   In looking at the causes of rape on college campuses, Boswell and Spade feel that

        a. all campuses and all fraternities foster the rape culture.
        b. some settings are more likely places on college campuses for rape to occur than others.
        c. women often are asking for trouble by the way they come on to men on many college campuses.
        d. rape is a biologically, instinctual driven type of behavior.

ESSAYS

1.   What are some of the common characteristics of fraternity culture that would lead to high-

risk for rape? What are the characteristics of fraternity culture that might predict for low-risk for rape?

2.   Describe the nature of gender relations on the college campus studied by Boswell and Spade. What are the various ways they discuss that men and women can get together?

3.   The degradation of women is often cited as a precursor to rape on college campuses. Define what we mean by this term, and discuss several ways that women are degraded by men on the college campus in this article.

Reading #19
"Identity and Stigma of Women with STDs"
Adina Nack

1.   One way in which women with STDs attempted to hide their disease from others was

        a. lying to others so that they did not suspect STDs.
        b. putting down other women who had the disease.
        c. not admitting to themselves that they had the disease.
        d. all of the above are ways in which women attempted to hide their disease.

2.   According to Goffman, people who are discreditable are

        a. folks who can somehow hide their deviant stigma.
        b. those who cannot hide their deviant stigma in any way.
        c. members of groups who have obvious "stigma symbols" that everyone can see.
        d. the lowest rung of the stratification system in a society.

3.   When women with STDs in Nack's study had convinced themselves that they did not have a
        contagious disease, they

        a. frequently went to doctors for check-ups to make sure that the disease didn't re-surface.
        **b. commonly concealed any health risks with partners since they did not perceive the
        risk as real.**
        c. became even more promiscuous in their sexual relations.
        d. started to take antibiotics on a daily basis to make sure that the disease was cured.

4.   One way in which women could distance themselves from any suspicion of sexual disease
        was to

        a. passively condemn others with sexual diseases.
        b. keep silent about their status and create a false impression to others that they were
        sexually healthy.
        c. acting innocent to appear morally pure.
        d. all of the above

5.   Women who lied about their sexually transmitted diseases

        a. almost never felt guilt about it.
        b. almost never remembered what the truth was themselves.
        c. reduced their incidence of sexual relations with men.
        d. often felt guilt about it.

6.   When women finally did disclose to others that they had a sexually transmitted disease,

        a. they did so either because they felt guilty for lying or because they wanted emotional

support.
b. they omitted certain key facts about how they contracted the disease.
c. they used the Internet as a mode of communication to distance themselves from having the stigma personally applied.
d. their friends and relatives often rejected them.

7.   When people experience what Nack refers to as "stigma transference" they

        a. take on the stigma of the other person.
        b. blamed their partners for their medical situation without ever discussing it with them.
        c. make sure that the other person feels as guilty as they do.
        d. none of the above

8.   Many women who have suffered from STDs treated their future partners

        a. with a great deal of love and respect.
        b. poorly, often abusing them or taking advantage of them.
        c. as probable damaged goods, as people who also held the threat of infecting them.
        d. with the comfort of knowing that they were healed

9.   Women who engaged in preventive disclosures of their STDs to others

        a. were linked to whether or not the disease could be cured.
        b. often put off telling past and present sexual partners as long as possible.
        c. sometimes chose to tell family members first.
        d. all of the above

10.   According to Nack, the consequences of disclosing sexually transmitted diseases for the women she studied were

        a. relief in being honest with loved ones.
        b. the shame of being considered "dirty."
        c. anxiety about others to whom they hadn't confided finding out.
        d. all of the above

ESSAYS

1.   Describe three (3) ways in which women who have STDs can hide the stigma of their disease. What are the possible consequences to their own self-identities for hiding their stigma?

2.   What do we mean by stigma? What function does stigma serve in how people interact with others? Do all people who have stigma try to hide it? If so, why? If not, why not?

3.   What occurs to women who eventually reveal their sexually transmitted disease to friends

and loved ones? What is the typical process they undergo as they move from total secrecy and embarrassment about it to revealing it to select others?

Reading #20
"The U.S. Class Structure"
Earl Wysong and Robert Perrucci

1.   According to Wysong and Perrucci, which of the following is NOT a form of what they call
        "generative capitalism"?

        a. Consumption capital
        b. Social capital
        c. Working capital
        d. Credentialed skilled capital

2.   According to Wysong and Perrucci, which of the following descriptions best characterizes
        the group they call credentialized class managers?

        a. Mid- and upper-level managers and CEOs of corporations and public organizations.
        b. People who make their living mostly through investments or business ownership.
        c. Nurses, teachers, civil servants, very-small business owners, and skilled laborers.
        d. Workers in clerical and sales positions, personal services, skilled craft workers.

3.   According to the double-diamond model of the U.S. class structure proposed by Wysong
        and Perrucci, which group would you say is most "squeezed" between the privilege of the
        upper class and the tensions of the working class?

        a. Managers and professionals
        b. Contingent class
        c. The self-employed
        d. The comfort class

4.   Which of the following best describes what members of the privileged class have in
        common?

        a. They all come from inherited wealth that they received from generations of families who
        have passed this money on to them.
        **b. They all favor a highly unequal, class-biased distribution of wealth that ensures that
        they will remain part of this privileged class**.
        c. They all work long hours, have strong educational backgrounds, and have worked
        themselves up from the bottom of the hierarchy to the top.
        d. All of the above.

5.   In order to be a member of the superclass, as described by Wysong and Perrucci, it is likely
        that

        a. one was born into a family that had inherited wealth.
        b. those in this position are adult children of parents who were themselves high income
        earners.

c. one did not begin their life in the bottom 80% and then moved into the top 20% of wealth.
d. all of the above.

6.   According to Wysong and Perrucci, investment capital is best described in which of the following ways?

a. Money that is received by people who invest their retirement and pension plans in the stock market and receive dividends from these investments.
b. People who work from month to month to pay the bills, have constant debt, and have trouble meeting their mortgage and car payments.
c. Resources that are owned or held that generates cash income or other forms of monetary value for the owner(s), but usually not money that is received as income on a job.
d. People who have a credentialized skill in the form of college degrees, who began with a lot of money, and have put this money to work for them to improve their position in the social hierarchy.

7.   According to Wysong and Perrucci, which of the following is NOT an attribute of people who have credentialed skill capital?

a. Those who attended elite universities, such as the Ivies, who use this education to climb career ladders.
b. People with specialized knowledge through work experience, training, or education.
c. Self-employed individuals who have fought their way through the working class, who have no employees to worry about, and can create their own businesses.
d. All of the above aptly describes people who have credentialized skill capital.

8.   Which of the following best describes someone with social capital?

a. A person with close ties to family, friends, and associates who can get emotional support, financial assistance, and job referrals to employers.
b. A person who has skilled labor and can sell this labor to employers for the highest wages they can find.
c. A person who is in and out of the labor force, moving from one temporary job to another, in a variety of unskilled jobs.
d. A person who has a dynamic personality, charisma, and excellent social skills who can sound impressive in a job interview.

9.   Approximately what percentage of workers in the United States can best be described as contingent class wage earners, according to Wysong and Perrucci?

a. 10%
b. 15%
c. 50%
d. 25%

10.   Which of the following best describes a member of the comfort class?

    a. A rich tycoon who has made her money from inherited wealth, attending elite schools, and living off investment capital.
    b. A skilled worker, such as a mechanic or an electrician, who has experiences and knowledge that have become increasingly less common in American society.
    c. Lawyers and doctors, professionals who possess high levels of education, a great deal of social capital, and who do not have to work long hours to make a living.
    d. Managers and high-ranking officials in major corporations and organizations who rely on their educational backgrounds to get ahead and stay there.

ESSAYS

1.   Some sociologists have maintained that people in power (the privileged class) will do whatever they can to remain in power. What factors do Wysong and Perrucci cite that show what the privileged class can do to uphold their positions on top of the economic structure?

2.   Wysong and Perrucci put a great emphasis on attendance at an elite university for people who fit into the category of credentialized skill capital. Why do you think this is? What advantages do these people have? Do you think that the attendance at an elite university has such a strong factor in determining one's place in the economic structure? Why or why not?

3.   Many observers of the American class structure have suggested that over the past decade or more there has been a polarization of wealth and income that has divided the country between the "haves" and the "have-nots." From what you have learned from this reading and in class lecture, explain three (3) factors that have led to the wider disparity between income groups in the United States.

Reading #21
"Black Middle-Class Suburbia
Karyn R. Lacy

1.   According to research cited by Lacy, which of the following is a *possible* path for new
        immigrants of color in the United States?

        a. they might eventually end up in the white middle class.
        b. they might be identified as members of the black underclass.
        c. they deliberately retain, as long as possible, the values of their own cultural group
        d. all of the above are possible.

2.   When Lacy uses the term "strategic assimilation," she is referring to what?

        a. as blacks move more and more into middle class American society, they are more likely
        to adopt white values and customs.
        b. as blacks move more and more into middle class American society, they are likely to
        construct and maintain their black identities.
        c. as blacks move more and more into middle class American society, whites are likely to
        adopt more black values and culture.
        d. as blacks move more and more into middle class American society, whites are likely to
        develop strong feelings of prejudice against blacks.

3.   In order to conduct her study, Lacy compared two suburban communities. Which of the
        following best describes these communities?

        a. one was a majority white suburb and one was a majority black suburb.
        b. both were majority white suburbs.
        c. both were majority black suburbs.
        d. both were black suburbs, but one was affluent and the other was working class.

4.   Among the middle class blacks studied by Lacy, which one of the following accurately
        reflects their feelings toward white society?

        a. they are uniformly opposed to their children entering into white society and strongly
        advocate little interaction between blacks and whites.
        b. they are strongly in favor of integration of blacks and whites, and do everything in their
        power to assure that their children interact with whites.
        c. they have lukewarm feelings about their children assimilating into white culture,
        and fear that ongoing racial discrimination will hurt their chances of success.
        d. none of the above

5.   Which of the following is an accurate portrayal of the black middle class people Lacy
        studied (in terms of their children's education and marital possibilities)?

        a. they were open to their children attending white colleges, but feared interracial

marriages.
b. they advocated their children attending primarily black colleges so that they would more likely marry someone of their race.
c. they had strong hopes that their children could attend predominantly white colleges so that they could marry a white person.
d. they had no opinion about what kind of college or who their children married, as long as they were happy.

6. Among the residents of Riverton, one of the suburbs studied by Lacy, the children in this neighborhood learn what it is like to be black

    a. from other blacks who are their neighbors.
    b. from their older relatives who still live in primarily black, inner city neighborhoods.
    c. from their parents, but otherwise they have few interactions with other blacks.
    d. from whites who have had considerable experience living with blacks.

7. Among the residents of Lakeview, one of the suburbs studied by Lacy, the children in this neighborhood learn what it is like to be black

    a. from no one, as they live in a predominantly white neighborhood and their parents do not allow them access to many blacks.
    b. from planned out additional steps that their parents have to take to make sure that their kids don't lose their black culture and heritage.
    c. from their neighbors, who are primarily black.
    d. from their schools that have equal numbers of blacks and whites.

8. Since the Civil Rights movement, conditions for blacks have changed in the United States. Which of the following best expresses the view in Lacy's article?

    a. progress for blacks has been slow and things are not that different from the early 1960s.
    b. blacks have clearly entered and been accepted into the white middle class and few barriers remain.
    c. blacks have been afforded access to white institutions legally, but many informal barriers still remain for blacks' success.
    d. blacks have actually outpaced whites in terms of their economic success since the 1960s.

9. Which of the following summarizes sociological research on racial progress in America?

    a. the picture is dire, with great disparities in wealth and access to opportunities between whites and blacks.
    b. the picture is optimistic, with improved measures of success for blacks in education, income, and job opportunities.
    c. the picture is muddied, with great disagreement still existing about the assimilation and progress that blacks have made since the 1960s.
    d. all of the above are correct

10.   The term "double consciousness" refers to which of the following?

        a. blacks in the United States have two identities: black and American.
        b. blacks are twice as likely to be conscious of their racial identity as whites.
        c. whites in American society suffer a great deal of guilt about how blacks have been treated
        .
        d. blacks and whites both want greater social integration in society.

ESSAYS

1.   It has only been relatively recently that blacks have entered the middle class in significant
        numbers. Do you think that this will have the effect of improving race relations in the
        United States or making the schisms between whites and blacks even greater than before?
        Defend your answer.

2.   Compare and contrast the two communities studied by Lacy. How do the people who live in
        these communities differ on their feelings about race relations? How are they the same? For
        this comparison, what does this tell you about the emerging black middle class in America?

3.   Lacy outlines three paths to assimilation for black Americans. Describe the three paths and
        explain which path she believes is the most likely one for blacks in the middle class. How do
        blacks' assimilation into white society compare with other minority groups' assimilation?

Reading #22
"Single Welfare Mothers' Resistance"
Yvonne M. Luna

1.	Many people are opposed to welfare in our society. Which of the following is an accurate portrayal of many people's negative feelings about welfare recipients, as expressed in this article?

	a. There is a general jealousy among those who do not receive welfare that they should be getting government handouts as well.
	b. Welfare recipients are seen as people who actually do not need the money and steal it from the government,
	c. Welfare recipients are frequently seen as people who are lazy, shun work, and teach these values to their children.
	d. Welfare recipients are seen as able-bodied, but because of a physical disability, take welfare yet should still have to work for a living.

2.	When the author of this study discusses "oppositional culture," another term she uses for this idea is which of the following?

	a. Maintain control in a McDonaldized welfare culture
	b. Fighting the system
	c. Rationalization of poverty
	d. Feeling the power

3.	Among those in this research who fell into the oppositional culture category, which of the following is an accurate portrait of how they felt about people's opinions of them?

	a. They felt guilty that they were taking money from the government and wanted to get off welfare as soon as possible.
	b. They realized that their position of poverty in society was largely their own fault, and fought to fight the stigma of being on government payouts.
	c. They expressed pride about being on governmental assistance and expressed negative feelings about those who stigmatized them.
	d. They did not care what others thought of them, and just did their best to provide for themselves and their families.

4.	Among those in the oppositional culture category in this study, some of these women referred to *their own*. To what does this refer?

	a. They had a very strong, protective value system that put their family first and rationalized why welfare was a positive force in their lives.
	b. They felt an affinity for others such as themselves who were on welfare and saw them as equivalent to their families.
	c. They had an affinity for others on welfare who were embarrassed by this position and wanted to rid themselves of this stigma.

d. Any other person, regardless of reason, who was on welfare was referred to by these women as *their own*.

5.   Which of the following is an example of how the welfare women in this study did NOT fight the system?

   a. They appealed or complained about their termination of benefits.
   b. They accepted what was given to them and felt that any welfare help was better than none at all.
   c. They "went over the head" of their caseworker and talked to a supervisor when their benefits were terminated.
   d. They spoke their mind to caseworkers and supervisors even if they knew it was a risk that they might have their benefits terminated.

6.   When referring to the *McDonaldization* of the welfare system, which of the following best describes what this means?

   a. Management of welfare caseloads is efficient, manageable, and calculable, with little room for flexibility.
   b. Each welfare recipient is given coupons monthly for their families to eat at McDonald's.
   c. The welfare system is based on the idea that the nutritional value of food is not important, but the quickness of the system which provides them with the food takes precedence.
   d. Since welfare only provides for the poorest segment of the American population, the amount of money each mother is given is meted out according to the average meal at McDonald's per day.

7.   According to this article, avoidance occurs when an individual's negative or stigmatizing identity may be problematic. In which of the following public venue does the author say that avoidance is most prevalent?

   a. At the bank
   b. At a movie theater
   c. In a grocery store
   d. In a pornographic bookstore or video store

8.   Which of the following would NOT be a good example of an *origin story* used by the welfare mothers in this study?

   a. "I am on welfare because I do not have a car and cannot get to work since it's so far away.
   b. "I am on welfare because I have a baby and I want to be a good mother and not leave my baby."
   c. "I am on welfare because my husband left me and wouldn't help me out with the expenses for the children."
   d. "I am on welfare because I just don't like to work and if the government is willing to give me the money, I sure as hell am going to take it.

9   .Which of the following woulod NOT be a good example of a *continuity story* used by the welfare mothers in this study?

a. I am in control of my own life, and it is my choice to be on welfare since this is a free country that owes me these benefits.
b. "I don't intend to be on welfare forever, but I just need to have the assistance now so that I can take care of my children."
c. "I am a new immigrant to this country, I need to get settled here, and then I will get off welfare."
d. "I have a disability, but once my Social Security goes through I will get off welfare.

10.   For the respondents in Luna's study, raising children was a big part of their lives. In terms of percentage, how many of these welfare mothers were *currently* raising children *of their own* at the time of the study?

a. All of them were raising their own children.
b. Approximately 95% of them were raising their own children.
c. About 50% were raising their own children, and also raising other people's children.
d. These welfare mothers were mostly actually raising their grandchildren, which consisted of about 60% of them.

ESSAYS

1.   What does Luna mean by the term "overt resistance?" Provide three (3) ways that the women in this study illustrated this concept.

2.   In order to maintain their identity and to continue to be on welfare, the women in this study engaged in what Luna called "dissociation." What does this term mean, how the women employed it, and provide two (2) examples from the research that illustrates "dissociation."

3.   Welfare is a controversial topic, with some people feeling that it just perpetuates laziness and lack of job hunting, and others feeling that it is a necessary system to support the poor in this country. Explain how the women in this research illustrate the need for a welfare system. Now, after reading what these women had to say, express your own opinion about whether welfare is beneficial to society (and why or why not)?

Reading #23
"Korean Banking and Korean Immigrant Entrepreneurship"
Tamara K. Nopper

1. Which of the following is correct about Korean entrepreneurship in the United States?

    a. Koreans make up 20% of all immigrants, and account for 20% of business ownership.
    b. Koreans make up 2.7% of all immigrants, and account for 22.6% of business ownership.
    c. Koreans make up 1% of all immigrants, but account for 50% of all business ownership.
    d. Koreans make up 33% of all immigrants, and about 12% of all business ownership.

2. An accurate portrayal of the Korean banking industry is best expressed by which of the following statements?

    a. Despite the fact that these banks are Korean-owned, the majority of their customers are not Koreans.
    b. Korean banks have been so successful in the United States that they currently make up about a third of all banking done in this country.
    c. Despite the fact that Korean banks cater to all clientele, the majority of these banks support Korean or other Asian interests.
    d. Though Korean banks support the Korean community, it is actually the Jewish-American and Italian-American communities that provide their primary support.

3. It is argued in this article that the main reason why the majority of Korean banks are supported by Korean clientele is which of the following?

    a. With the large influx of Korean immigrants in the last decades, these banks are needed to support this growing economic community.
    b. The main reason that Korean immigrants need banks owned by Koreans is because of language access.
    c. In reality, Korean banks are not primarily supported by Koreans, but rather by other Asian immigrant groups in America.
    d. None of the above.

4. Which of the following can best describe the ways that Korean banks help Koreans in this American business environment?

    a. They educate Koreans about American norms of business and help them fill out their loans in this country.
    b. Many new immigrant Koreans lack credit histories in this country, and these banks help them to establish these necessary documents.
    c. Koreans banks engaged in relational lending that help Korean immigrants reduce risk in their financial transactions.
    d. All of the above.

5.	Which of the following is NOT an example of how Korean bankers use relationship lending in helping their clients?

	a. They are more lenient than banks that follow strictly transactional lending guidelines.
	b. They can more easily explain risky investments to their clients because the language and cultural similarities they share.
	c. They form personal relations with their clients, which may be illegal, but since it is done in the Korean language, American governmental financial institutions are kept in the dark.
	d. They provide training and workshops for their Korean clientele to get them "up to speed" on American economic rules and regulations.

6.	Which of the following best illustrates what the author calls the globalization of banking?

	a. Since new Korean immigrants may have limited funds in the United States, Korean banks can use as collateral money that is still in Korea.
	b. Now that Korean banks are firmly established in the United States, the government in this country believes them when they are told that money is available, even if it is not in the United States yet.
	c. There now is a worldwide credit system that links all banks together, so that the actual money does not have to be available in U.S. dollars at the time of the transaction.
	d. Banks do business all over the globe and are no longer anchored to a "home" country.

7.	One possible advantage of Korean banks, especially for people in poverty or of various ethnic minority groups, is that

	a. Korean banks make sure that they have people on staff from all over the world so that there are not as many language problems.
	b. some groups, such as Latinos and African Americans, feel unwelcomed by American banks because these people may lack required identification and credit histories, but they feel welcomed by Korean banks.
	c. Korean banks are more "liberal" in their interpretation of American banking laws.
	d. People from impoverished ethnic groups feel more comfortable banking with Koreans, who share some of their problems fitting into American culture.

8.	As compared to Korean banks, the total assets of other minority banks, such as African American, Latino, Native American, and Asian Pacific Islanders combined

	a. greatly exceeds the assets of the Korean banks by tenfold.
	b. have much less assets than the Korean banks, despite the fact that there are many more of these other minority banks.
	c. about equals the amount of assets of the Korean banks, when combined together.
	d. There is no way of accounting for the combined assets of any of these banks.

9.	The significance of globalization in banking can be seen in which of the following statements?

a. Most American minority group banks are first generation and have not had the time to build up significant cash supplies.
b. Most Asian and Asian American banks are now in their second generation, allowing them to get a stronger foothold in the American economy.
c. Asian banks are more involved in cross-border population and financial flow, thereby establishing themselves in the global economy.
d. All of the above.

10.   According to the author of this study, Korean banks serve

a. a clientele that is primarily made up of Americans of ethnic minority groups that are not Koreans.
b. a global community that is only of benefit to Koreans.
c. may be in a better position to serve both Korean communities and other minority communities than long-established American banks.
d. to take money away from American banking and to put that money into their coffers.

ESSAYS

1.   Explain what is meant by the globalization of the banking industry, and using Korean banks as an example, illustrate why this can be seen as a positive change in financial markets in the future.

2.   Describe ways in which the Korean banking industry serves the Korean-American community. Provide three (3) advantages that these banks give to Koreans living in the United States.

3.   Noppers argues that Korean banks do not only serve the Korean community in America, but others as well. Describe what other communities are served and why these people in these communities would want to bank in Korean banks, rather than in their own minority or American banks.

Reading #24
"Black and White Fraternity Men's Approaches toward Women"
Rashawn Ray and Jason A. Rosow

1.	According to this article, scholars have offered different explanations in terms of racial differences in men's approaches to women. Which of the following is NOT one of these approaches?

	a. Black and White men objectify women in the same way.
	b. Black men objectify women more than White men.
	c. Age, not race, is the determining factor in how men objectify women, with older men objectifying women more for both Blacks and Whites.
	d. White men objectify women more than Black me.

2.	One of the stereotypes of Black men that has been perpetrated has been that of the "Mandingo." This stereotypes Black men in which of the following ways?

	a. Black men are caring, sensitive, and compassionate to women because they respect their femininity and child-care abilities.
	b. Black men are portrayed as overly aggressive, sexually promiscuous, physically superior and intellectually inferior.
	c. Black men are more in control of their sexual environments and thus normalize the sexual objectification of women.
	d. Black men are expected to act sexually toward women because women, especially Black women, prefer it that way.

3.	Because of the relatively small number of Black students at the university studied and the limited interactions with Whites that Black fraternity men have, they are much more visible. In fact, this group of Black men aligns with the ideals that have been conceptualized as the "Talented Tenth." To what does this refer?

	a. This refers to Black elites that are expected to sacrifice personal interests and provide leadership to the Black community.
	b. This refers to Blacks in a predominantly white society that must show bravado and aggressiveness to prove their worth.
	c. This expression fosters the notion that Blacks are superior athletically and, through this physical prowess, dominate in white society.
	d. The "Talented Tenth" are members of society that are Black, well educated, politically astute, and intellectually advanced.

4.	According to the researchers of this article, which of the following statements is accurate?

	a. White men romanticize their female partners more than Black men.
	b. Black men romanticize their female partners more than White men.
	c. White and Black men romanticize their female partners equally.

d. While both Black and White men romanticize their female partners equally, White men show more respect to women than do Black men.

5. Which statement is most accurate in terms of the question "what do you consider a serious relationship?"

    a. White men express a serious relationship in terms of socioemotional exchanges, while Black men discuss serious relationship in terms of physical monogamy.
    b. Black men express serious relationships in terms of physical monogamy, while White men discuss serious relationships in terms of socioemotional exchanges.
    c. White men express serious relationships in terms of physical monogamy, while Black men discuss serious relationships in terms of socioemotional exchanges.
    d. White and Black men disdain socioemotional exchanges in their serious relationships, but both groups express a strong interest in physical monogamy.

6. For which group does the following express a "romantic evening?"

    a. White men from high socioeconomic background
    b. Black men from low socioeconomic background
    c. Black men generally
    d. White men generally

7. Which statement is more likely to be said by a Black fraternity member?

    a. "Hey dude, I went out with a fraternity girl last night and I was so toasted I made her cry."
    b. "Man, I dated this hot God Damn Independent last night and I was all over her. She didn't seem to care."
    c. "I went out with this lady last night but I can't be telling you anything about it. Word gets out around here, y'know."
    d. "Yo, I know this hot chick in XYZ sorority, but I dated another girl in that sorority so I ain't be foolin' with her."

8. According to this article, what is the primary reason why White men say that it is nearly impossible to have a romantic time with a woman?

    a. There are no places on campuses where you can be romantic.
    b. Everyone will be talking about it if you try to get romantic with a woman.
    c. Romantic displays are likely to be considered uncool and the guy will be called "pussy-whipped" by his fraternity brothers.
    d. All of the above.

9. In this study, Black men indicated that if they are on a Historically Black College or University (HBCU), it would be different because

a. they would be able to do the same things the White men do on their Primarily White Institution (PWI).
b. they would have a house to go to and more invisible from the prying eyes of other students.
c. they would not have to represent every Black man on the planet.
d. All of the above.

10. On the campus studied for this article, the percentage of students who were in the Greek system was which of the following?

   a. About 25% of the White students, and less than 10% of the Black students.
   b. Black and White students were equally represented in the Greek system.
   c. About 25% of the Black students, and less than 10% of the White students.
   d. About 50% of the White students, and 25% of the Black students.

ESSAYS

1. Although the authors claim that men, both Black and White, sexually objectify women, why do you think that Black students do so less and in a more romantic way? What does this research tell us about the role of patriarchy in society among these young men and women?

2. How does the structure of the Greek system on this campus work to make White students sexually objectify women? Discuss three (3) ways that White men on this campus sexually objectify women.

3. Describe how Black men feel about their actions toward women on this Primarily White Institution's [PWI] campus? How do they think it would be different if they were at a Historically Black College or University [HBCU]?

Reading #25
"Racialization, Flexible Ethnicity, Gender and Third-Generation Mexican American Identity"
Jessica M. Vasquez

1.   The author of this study refers to the term "flexible ethnicity." What does she mean by this?

        a. Today, people are of so many mixed races that we can be flexible in what we call them and how we refer to their heritage.
        b. It refers to the idea that we can navigate different racial terrains and can be an "insider" in more than one ethnic group.
        c. There are very strict boundaries about ethnic identities, and we have to be very careful in how we relate to and call people in terms of their cultural heritage.
        d. With a larger percentage of people engaging in inter-racial marriages, there is much more elasticity about racial designations than ever before.

2.   Vasquez refers to whites as having a "symbolic ethnicity." What does she mean by this?

        a. Whites are free to practice any elements of their ethnicity without detriment or negative consequence.
        b. Whites today have so little clue about their ethnic backgrounds that they can choose whichever symbol the like to represent themselves (or no symbol at all).
        c. Whites use symbols, such as crosses or stars, to show their ethnic backgrounds.
        d. Because of white privilege, whites are actually less able to express their ethnic backgrounds than people of color because they may be laughed at.

3.   In discussing monoracial men, especially of Mexican origin, Vasquez claims that Mexican-Americans distance themselves from new immigrants. Why?

        a. They feel that stereotypes that are associated with new immigrants will apply to them as well.
        b. Most Americans cannot tell the difference between people of Mexican descent who have been here for generations with new arrivals.
        c. Most Americans who see people with dark skin assume that these people are foreign and unauthorized.
        d. All of the above.

4.   Which of the following is a problem when "multiple passing" occurs?

        a. It creates a type of human traffic jam where people can no longer distinguish one ethnicity from another.
        b. It can lead to cross-discrimination, where a minority group member may suffer from discrimination intended for different minority group.
        c. It can lead to intra-discrimination, where members of the same minority group, but different generations, treat each other poorly.
        d. It can mean that a person of one minority group has too many labels applied to them so that their identity is lost.

5.   According to this article, what is a problem that can occur when monoracial women get married?

a. Before they were married, they could get by without people knowing their racial heritage.
b. After they get married, some of the advantages they received in society may be taken away from them.
c. These women can be "outed" for their racial heritage and it can change how other people relate to her.
d. All of the above.

6.   What was the way in which many of the multiracial women in this study were conceived in terms of their sexuality?

a. They were perceived as being virginal, very Catholic, uptight, and not sexually interested.
b. They were perceived as being exotic, erotic, and sexual in ways that monoracial women are not.
c. The multiracial women in this study did not note any difference in how people treated them sexually as compared to the monoracial women they knew.
d. None of the above.

7.   In the example of Jillian Rosenberg from this study, which best describes how she was treated in society?

a. Since her name was Rosenberg, people treated her as if she was Jewish-American, despite the fact that she has half Mexican.
b. Because of the color of her skin, people assumed she was from Mexico and treated he as if she was an illegal immigrant.
c. In her Southern California culture, she was made to feel negative and lower-class, but at college, she was "exoticized" as non-white.
d. She embraced both cultures, never felt an "identity crisis' from it, and never felt any sort of discrimination or different sort of treatment.

8.   Vasquez tells the story of Auscenscio. Which of the following best describes how he fit into American society?

a. His job and schooling were related to his Mexican heritage, his language was mostly Spanish, and he was viewed as a Mexican-American.
b. His job and schooling were related to his Mexican heritage, but he spoke English fluently, and thus people saw him as an American.
c. His job and schooling were based on American assimilation, his language was English, but people still treated mostly as a person of Mexican descent.
d. His job and schooling were like any middle-class American, he spoke English, and his identification was purely as an American.

9.   Vasquez tells the story of Carmina Dos Santo, a monoracial woman. Which of the following best describes Carmina?

a. Dark skin, dark hair, brown eyes.
b. Light skin, light hair, green eyes.
c. Light skin, dark hair, blue eyes.
d. Dark skin, light hair, hazel eyes.

10.   For the most part, people who experienced "flexible ethnicity" in this study were

a. Men and monoracial.
b. Women and monoracial.
c. Men and multiracial.
d. Women and multiracial.

ESSAYS

1.   Vasquez says that the people in her study were at an identity and cultural "crossroads." What does she mean by that? Explain three (3) problems encountered by people in this study due to their "flexible ethnicity."

2.   Define racialization. How was it manifested in this study? Was it a good thing or bad? Why?

3.   As the immigrants who came to the United States stay here longer and become more assimilated, we are seeing a greater number of third-generation Americans. Explain what this generation encounters as they navigate through their lives. What will they have to experience than Americans who have been here longer? How does this relate to the ideas of racialization and flexible ethnicity?

Reading #26
"How Models Manage Bodily Capital"
Ashley Mears and William Finlay

1.   Which of the following is NOT a reason cited by the authors for why models are an
        important group to study sociologically?

        a. Modeling is similar to and different from other occupations in which people make their
        living by displaying their bodies.
        b. Modeling provides a good example of how workers learn to manage their bodily capital, a
        concern for anyone employed in the business of using their bodies for work.
        c. Models are a good example of people who have to do solitary activity, without coaching
        and away from their work sites.
        **d. Models are important to study because they are usually women who the society sees
        as beautiful and this is a good avenue to study sexism in American culture**.

2.   Which of the following describes how models learn to manage their bodily capital
        effectively?

        **a. She has to learn how to take criticism and rejection AND she must learn how to
        maintain her bodily capital as she gets older and heavier**.
        b. She must learn how to diet so as to keep her figure AND she has to learn how to fend off
        the advances of men.
        c. She must learn how to handle her financial responsibilities on her own AND she must
        take direction from mostly male photographers and agents.
        d. Mears and Finlay effectively show that most models do not ever learn how to manage
        their bodily capital effectively.

3.   While rejection is part of many occupations, it seems to be more evident among models.
        What makes rejection so much harder for models than for many others?

        a. Everyone feels entitled to make brutally negative comments about a model's body.
        b. Comments that would be considered sexual harassment in other work sites are considered
        part of the norm in the modeling industry.
        c. Rejection is taken more personally, perhaps, because so much of what others say about
        them challenges their own conceptions of beauty.
        d. All of the above.

4.   What is the inherent problem that models experience concerning fitting into clothes?

        a. The clothes that they are asked to wear are not their own and may not fit right on their
        bodies.
        b. They must try on clothes that make them look too heavy and not appealing to the camera.
        **c. Models are subject to the age-body relationship, where clothes that once fit their
        prepubescent bodies no longer fit as they mature and develop**.
        d. Models' bodies are expected to fit all kinds of clothes for a wide variety of women, yet

this is impossible given the large range of sizes that exist.

5. Which of the following is a way that models learn how to handle rejection?

    a. They constantly work on their external appearance to improve their chances of employment.
    b. When alone and away from the watchful eyes of photographers, agents, and designers, they cry and feel sorry for themselves.
    c. There are so many models that get rejected that there is no a union that serves as a support system to help them deal with rejection.
    d. Actually, despite what many think, most models get work and do not experience a great deal of rejection.

6. Which of the following is the greatest worry of the models studied by Mears and Finlay?

    a. their age
    b. their weight
    c. their height
    d. their educational level

7. Mears and Finlay describe some similarities between strippers and exotic dancers and models. Yet, according to them, there is a fundamental difference between these occupational groups. What is it?

    a. While strippers get paid by individuals, models must meet corporate and organizational requirements to keep their jobs.
    b. While strippers have to reveal their whole bodies naked to the public, models mostly work clothed and can hide some of their bodily defects.
    c. While strippers can modify their bodies with modern technology to make themselves more attractive to their customers, models cannot rely so readily on technology to transform their bodies into the ideal required by the industry.
    d. While strippers rely on their genetic predisposition toward cultural forms of beauty, models can only achieve their goals through diet and exercise.

8. Why were only women models selected for this study?

    a. Modeling provides many greater opportunities for women than men.
    b. Modeling is one of the few industries where women generally earn more than men.
    c. Modeling is glorified in American culture as an exciting and prestigious career choice for young women.
    d**. All of the above**.

9. When it is said that models become objectified and commodified, what does this mean?

    a. Models sell their bodies to the highest bidder, much like any other material object.
    b. Models' bodies are seen as separate from themselves and they are judged exclusively

on how they look and not on any other aspect of their personalities or selves.
c. Models can ignore the sexist comments and harassment of men because they know that they are appreciated at their job site.
d. Models are seen as cultural ideals, women to be looked up to and admired, which leads them to have positive self-images and bodily appearances.

10.   Age is an important part of the modeling business. According to this article, by about what age does a model's career terminate?

a. late teens
b. early forties
c. mid-twenties
d. mid-thirties

ESSAYS

1.   Mears and Finlay's study of models might be criticized by some for glorifying a sexist industry that perpetuates the tyranny of the woman's body in American culture. From this perspective, perhaps, models should not be studied sociologically, but should merely be used as examples of what is wrong with how cultural messages to women. Nevertheless, the authors defend their study on a number of grounds, explaining why this is an important study. Describe three (3) reasons why they think studying models can be a worthwhile endeavor for sociologists.

2.   What is meant by bodily capital? What other professions need to be concerned about bodily capital? Describe three (3) ways that models manage their bodily capital.

3.   Models may be described as engaging in the kind of dramaturgical performances described by Goffman and others. What are the performances in which models engage and what can these tell us more generally about women and society? Do you think that models have a detrimental effect on women's self-images? Why or why not?

Reading #27
"Varieties of Masculinity in Male Cheerleading"
Eric Anderson

1.   According to research done prior to Anderson's on men who work in feminized arenas, men
        in these arenas bolstered their masculinity by

        a. growing huge muscles and having toned bodies.
        b. being sexual predators and attempting to conquer women in very physical ways.
        c. expressing homophobic and antifeminine-acting attitudes.
        d. pretending to be gay and ignoring the issue of masculinity altogether.

2.   Anderson offers the concept of *inclusive masculinity* as a relatively new phenomenon that
        men who work in feminized terrain have adopted. Which of the following would describe
        inclusive masculinity?

        a. It is based less on homophobia and antifemininity than orthodox masculinity.
        b. It embraces and values gay teammates.
        c. It embraces, and does not deny, the feminized nature of their sport.
        d. All of the above.

3.   Which of the following is NOT one of the basic tenets described in this article for describing
        American masculinity?

        a. give 'em hell
        b. be a big wheel
        c. be a strong shoulder
        d. be a sturdy oak

4.   For male cheerleaders, which of the following is a way that they express their masculinity,
        even in a strongly feminized terrain?

        a. Lifting women over their heads.
        b. Doing complex dance steps.
        c. Being able to show flexibility in their bodies.
        d. Cheering louder than women through megaphones.

5.   How do male cheerleaders express orthodox masculinity?

        a. They frequently use homophobic language and ridicule people they perceive to be gay.
        b. They challenge others to throw a girl up in the air and catch her as she falls.
        c. They express the idea that guys are better than girls.
        d. All of the above.

6.   Which of the following is an example of what Anderson means when he refers to men by
        the term *defensive heterosexuality*?

a. Going to a bar and purposely seeking out a fight with other men.
b. Acknowledging and admitting that they are actually gay so that people no longer talk behind their backs.
c. Expressing that they are lusting after women and showing how working in a feminized terrain gives them greater access to pretty woman.
d. None of the above.

7. Among men who practice what Anderson calls *inclusive masculinity*, which of the following is NOT an indicator of the shift in attitude from homophobic to gay-friendly?

a. Gay male cheerleaders have strong support from female and older male teammates.
b. Heterosexual male cheerleaders usually befriend at least one teammate who is gay.
c. These men still emphasized their great tone, large muscles, and fitness level as signs of their masculinity.
d. Male cheerleaders more often refer to themselves as metrosexual, a term used to describe a man who is heterosexual, gay-friendly, and style-conscious.

8. For members of the Inclusive Cheerleading Association, which of the following would be considered acceptable behavior?

a. Dancing as competently and erotically as women.
b. Throwing other men in the air.
c. Men taking center stage in the cheerleading performance.
d. All of the above.

9. Which of the following would NOT be an example of men who work in traditionally feminized terrains?

a. elementary school teachers
b. nurses
c. lawyers
d. hair dressers

10. For the sample of male cheerleaders chosen by Anderson, which of the following best describes who they are?

a. self-described homosexual men who found cheerleading to be an open and accepting terrain for them.
b. heterosexual men who played high school football but who could not make their university football squads.
c. an equal combination of homosexual and heterosexual respondents who find cheerleading fun and rewarding.
d. high school cheerleaders who continued in college to receive a scholarship.

ESSAYS

1.   Explain what the author means by hegemonic masculinity. How is this best expressed in American culture? What are the consequences for men in this culture who do not express hegemonic masculinity in the traditional ways?

2.   Contrast orthodox heterosexuality with inclusive heterosexuality, using examples from Anderson's study of male cheerleaders. If inclusive heterosexuality is becoming more common, as Anderson states, what implications does this have for society? Do you think that men, in general, are becoming more open to homosexuality or does homophobia still reign in male culture in America?

3.   Compare the expressions of femininity as seen by the models in Mears and Finlay's study with the expressions of orthodox masculinity as described in Anderson's study of male cheerleaders. How do these two groups serve to perpetuate traditional notions of femininity and masculinity in American culture? Do you see this changing or staying the same for both genders? Explain your answer.

Reading #28
"Grinding on the Dance Floor: Gendered Scripts and Sexualized Dancing at College Parties"
Shelly Ronen

1.   When Ronen refers to "grinding" on the dance floor, which of the following is NOT another way this term is used?

        a. Freaking
        b. Booty-dancing
        c. Pounding the flesh
        d. Bumping

2.   During grinding,

        a. women are usually the aggressors and touch men in ways that would not be appropriate otherwise.
        b. men are usually the aggressors and touch women in ways that would be appropriate otherwise.
        c. there is usually not much contact that can be interpreted in a sexual manner.
        d. people generally are not aware that there is a sexual script in place that controls their behavior.

3.   Ronen says that during grinding there is a "double standard" in place. What does she mean by this?

        a. Even though men and women are consensually involved in this activity, women often feel as if they are "sluts" while men do not suffer any negative connotations.
        b. Both men and women, who are consensual actors in grinding, feel later on as if they did something wrong while on the dance floor.
        c. Despite gender socialization to the contrary, men are made to feel embarrassed by their friends if they engage in such public displays of sexuality.
        d. Women report that they think that grinding is just fun and playful, while men see it as a come-on for future sexual relations.

4.   Grinding usually begins with women dancing with women signifying that

        a. these actions were seen as precursors to homosexual relations between these women.
        b. women have silent gestures that indicate that they have interest in other women, but social norms make them hide their intentions.
        c. although these can be seen as homosexual acts, women usually joked or laughed to show this was not a sexually charged behavior.
        d. men are not invited to participate.

5.   The reason why men never initiate group grinding on the floor, according to Ronen, is that they

a. were embarrassed about their dance moves.
b. were afraid of being seen as gay.
c. thought that women would not approach them.
d. were most often too drunk to stand up straight.

6. For grinders to show more interest in a heterosexual partner, they could not do it just by dancing, since this act, in itself, had sexualized overtones. Rather, to indicate interest

    a. students allowed closer proximity to each other and sustained the grinding for longer periods of time.
    b. students never made eye contact with potential partners or gestured with their finger to come closer.
    c. students had a friend whisper in a potential partner's ear that she was interested in the man coming closer.
    d. students never directly made overt moves for fear that they might be rejected or rebuffed.

7. For a woman to indicate acceptance of a man's advancement to grind with her, she

    a. provided verbal cues that directly told the man she was interested.
    b. turned her back on him and then quickly turned around showing she was ready.
    c. rarely used verbal cues, but allowed the man to stay in close proximity to her and to touch her.
    d. got off the dance floor, went to the bar, and expected the man to buy her a drink.

8. When women wanted to reject a man's advances to grind, she often

    a. Stayed in a close group of friends and never left their sides.
    b. Used nonverbal cues to show the man that she was not interested or eligible.
    c. Walked off the dance floor to show that they were not interested.
    d. All of the above.

9. In order to avoid embarrassing instances where a woman would have to reject a man, women, instead,

    a. were very direct with the man and told him verbally that she was not interested.
    b. resorted to typical female roles, such as being submissive and deferent, so that the man would not lose face.
    c. showed that they had power in this interaction and acted strongly and boldly.
    d. would accept a man's advances for one dance just to avoid awkward situations.

10. Ronen acknowledges that her study might have limitations for generalizability because

    a. grinding only occurs in college settings and we do not know their applicability to older adults.
    b. she conducted her study at only one university, located in a particularly part of the United States, and was inhabited by fairly privileged students.

c. grinding is a new phenomenon and we do not know how it represents the past or predicts the future.

d. she was the same age as the students and could not see beyond any biases caused by the fact that she was so similar to the people she was studying.

ESSAYS

1. The sociologist, Erving Goffman, coined the term "dramaturgical sociology." By this he meant, in part, that all of social life is acted out according to predetermined scripts that we play on the "stages" of life. What were the social scripts these young men and women adhered to on the dance floor?

2. Ronen claims that the script at these parties reveals a gendered interactional order that reproduces systematic gender inequality. Explain what she means by this and give two (2) examples of how gender inequality in maintained in the grinding scene.

3. Ronen discusses that the grinding scene is fraught with a "double standard" for women. What does she mean by "double standard" and provide two (2) examples of women had to be concerned about this during the grinding episodes.

Reading #29
"A New Generation Negotiates Gender, Work, and Family Change"
Kathleen Gerson

1.   Gerson refers to her respondents as "children of the gender revolution." What does she mean by this?

        a. They grew up at a time when new forms of family, other than the two-parent, two-child, white picket fence, and a dog, were beginning to take hold.
        b. They grew up at a time when new opportunities for women, unimaginable by their grandmothers, were cropping up.
        c. They grew up at a time of uncertain economics, insecure about what kind of jobs they would be able to get, and how much money they would be able to make.
        d. All of the above.

2.   Gerson claims that most of her respondents grew up at a time when they lived in "nontraditional" family forms before reaching the age of 18. Which of the following is NOT a sign of one of these new "nontraditional" forms of family life, as discussed by Gerson?

        a. A large number of them grew up in a household where divorce or parental separation existed.
        b. Most of these respondents grew up in households where both parents had to earn a living to meet the economic demands of the family.
        c. Many of these respondents were "only children," meaning that they had no siblings.
        d. Many of her respondents felt that, if their mother did not work outside the home, it would have been better if she did.

3.   It has long been argued that it is best for the family to stay together for the good of the kids. How did the respondents in Gerson's study feel about this issue?

        a. Among those whose parents had broken up (or never married), a slight majority felt that they wished they had stayed together.
        b. A majority of the respondents whose parents did stay together wished that they had not.
        c. Even when divorced parents got back on their feet and were happy, about half of the respondents still felt negative about their parents split-up.
        d. These respondents practically unanimously felt that their parents did not have enough money to raise them in a style in which they were accustomed.

4.   All families change over time. Some become more stable over the years, while others tend to go downhill and lose the sense of support they give their children. A surprising finding of Gerson's study was that

        a. In families where there was a marital break-up, the sense of family support actually got better over time.
        b. In families where there the traditional form remained in place, the sense of family support actually worsened over time.

c. The feeling of family support over time did not seem to matter if gthe family was divorced, stayed together, or consisted to dual-earners or single-earners.
d. The feeling of family support was much stronger among families where both parents worked and earned a living.

5. Generally speaking, in Gerson's study, in two-parents families characterized by gender flexibility where the mother decided to take a job and pursue a career,

   a. less sharing of responsibilities and parental satisfaction was the result.
   b. the father became jealous of the mother's earning potential and more family strife ensued.
   c. the mother was still left to do the household chores and resented the arrangement.
   d. Gerson did not mention any of the above in terms of these types of families.

6. Much has been written that the American family is broken. People cite rising divorce rates, unhappy marriages, and declining income to take care of the family. Given this, among the respondents in Gerson's study, an overwhelming number of them see in their future

   a. No need to get married and to have a stable relationship.
   b. A life-long intimate bond with one individual.
   c. A need to live with another person for economic and emotional reasons, but no reason to get married.
   d. A desire to return to a more traditional marriage where women stay at home to take care of the children and men are the primary breadwinners.

7. Which is NOT a reason why young women of today in Gerson's study are seeking a life of self-reliance?

   a. Given the fragility of the marital relationship, women see relying on a man for economic support as foolhardy.
   b. Women seek self-reliance because it gives them a strong identity in their ties to paid work.
   c. Women want to opt-out of the work world for marriage and workplace because that's where they see their self-reliance most embedded.
   d. These women are concerned about the role of domesticity not providing them with enough of a sense of self-reliance.

8. For the men in Gerson's study, they would feel best in a marital relationship that

   a. made them the only breadwinner and the power of the family unit.
   b. still included them as the primary breadwinner, but softened some of the boundaries of the traditional marriage so that they could also provide some caring for children.
   c. made them a more central –but not the central-- role in the caretaking of the children, and a more egalitarian role in making a living for the family.
   d. is egalitarian in both earning a living and taking care of the children.

9.	Which of the following reasons was NOT mentioned by Gerson as a central desire of "children of the gender revolution?"
a. The ability to personal craft their own careers.
b. To transcend the boundaries between work and home, both spatially and temporally.
c. To reject rigid forms of "better" and "worse" family forms.
d. To return to more traditional forms of family that existed before the revolution where both men's and women's roles were more clearly defined.

10.	Scholars who study the family see different scenarios being played out in the future. Which of the following was mentioned by Gerson?

a. A rising tide of "opt-out" mothers returning to the values of traditionalism, especially among educated women.
b. A rising number of single adults who will never married because of a "decline in c. A great blending of the values of commitment with the modern values of gender-equality and work-family balance.
d. All of the above.

ESSAYS

1.	Gerson's provocative essay should give you food for thought about how you see family values, commitment, work demands, and economic times operating in your lives. Select three (3) themes that Gerson's respondents were reacting to and discuss how you would like to seek these balances in your own life.

2.	Many scholars are noticing that there has been a return to traditionalism among the children of the gender revolution. Why do you think this is the case? To what are they reacting? Do you think it is possible to return to the ways in which the family was constituted in your grandparents' lives?

3.	Discuss Gerson's ideas about gender flexibility and inflexibility. How have changes brought about by the women's movement that began in the 1970s changed roles for men and women in society? Do you see women taking on more traditional male roles and do you see men taking on more traditional female roles. Explain your answer.

Reading # 30
"Constructing Gay and Lesbian Parent Families 'Beyond the Closet"
Maura Ryan and Dana Berkowitz

1.   According to this research, the opening up of same-sex marriage in several states has changed the way we think about gays and lesbians. In terms of gay parenting, Ryan and Berkowitz found that

a. society has opened up "the closet" and has now accepted gay men and lesbians as parents without much problem.
b. homophobia and heterosexism still dominates American culture, and gay and lesbian parents experience a great deal of resistance to parenting.
c. while some people remain homophobic, given the changes in the legal battle over same-sex marriage Americans may not accept it, but they have come to terms with it.
d. in actuality, all gay couples who are parents today are breaking the law and can be subject to arrest.

2.   Why was it ironic and even humorous that Leonard, one of the gay men in this study, was given a copy of Playboy Magazine to assist him at the donor-insemination clinic?

a. As a gay man, Leonard would have no interest in photos of naked women to help him ejaculate.
b. By giving him Playboy Magazine, the clinic was assuming the dominance of heteronormativity as a sexual orientation.
c. In reality, this aid for donor insemination was not directed toward someone with Leonard's sexual desires.
d. All of the above.

3.   Is it possible for gay men and lesbians to go to adoption agencies to become parents?

a. No, the religious institutions in America have banned together to make sure that this form of adoption would not be permitted.
b. Yes, it is fairly simple and no different from heterosexual couples seeking to adopt.
c. Yes, but adoption agencies remain extremely homophobic and it is very difficult for potential gay parents to adopt.
d. No, while it is legal in some states to be a same-sex couple, Federal laws prohibit adoption by gay couples.

4.   Gay men who seek adoption fear that the biological or foster mother will back out when she finds out that her child will go to a gay family. Which of the following is a strategy used by gay men to increase their chances that this will not happen?

a. They only go to family members to serve as surrogates who will carry the baby for them.
b. They deliberately choose foster parents who have already relinquished their biological children, thereby giving them greater confidence that the mother will give up her next child.

c. They find lesbians who are willing to carry their baby, but who do not want children of their own.
d. There are no strategies that gay men can use to increase their chances of adoption since most people are fearful of gay men as fathers.

5. Which if the following is NOT a strategy used by gay men and women try to assure that the child that they will parent has some features that look like them?

    a. Gay men can mix their sperm before inseminating their chosen egg donor.
    b. Lesbians can decide that one woman in the couple will carry the inseminated sperm and bear the child through pregnancy.
    c. Gays often go to night clubs and other public areas looking for people who resemble them, and then often the woman money to carry their child.
    d. Some gays and lesbians go to websites or have face-to-face interactions with potential donors to see if there is a resemblance, and choose their donors in this way.

6. Whenever possible, gay and lesbian parents try to create the appearance of a genetic family. In terms of how they do this, couples make sure that

    a. Whenever possible, the baby will have the same racial background as they.
    b. They make sure that they can find someone of similar ethnicity (i.e., people of Italian-American descent will look for a baby from Italian-American donors) as their own.
    c. They chose donors that looked physically like them.
    d. All of the above.

7. Ryan and Berkowitz claim that there are more opportunities than ever before for gay and lesbian couples to become parents. Which of the following is NOT a reason they cited?

    a. The broad revolution in what constitutes a family that has occurred in the last 30 years.
    b. Revolutions in medical technology that have made sperm donorship more of a viable option.
    c. An increasing acceptance by even conservative branches of religions to be more open to anyone who wants to be a loving and supportive parent.
    d. An amalgamation of the gay and lesbian communities that have made this form of family more possible.

8. What does the acronym SNAF stand for?

    a. Single, nuclear, American families.
    b. Standard North American families.
    c. Straight, non-African American families.
    d. Slightly neurotic American families.

9. When Americans consider a SNAF family, the most important component is

    a. loving and caring parents.

b. a genetic relationship between parents and child.
c. keeping the family economically stable.
d. parents who are not divorced.

10. Gay families try to do their best to make the family look as much like a dominant, standard American family as they can. In this way, they can be said to be similar to which of the following types of families?

    a. Single mothers-by-choice
    b. Heterosexual adoptive parents.
    c. Heterosexual infertile women.
    d. All of the above.

ESSAYS

1. Ryan and Berkowitz argue that American society is dominated by heterosexual dominance. How does this make the gay and lesbian family more difficult to constitute. Discuss three (3) factors that mark heterosexual dominance that gay families must overcome in order to have a baby.

2. Ryan and Berkowitz argue that American privilege biology and heterosexuality. First, explain what this means, and then provide three (3) ways in which gay and lesbian couples must fight the normative order to be able to have a baby.

3. The new options for gays and lesbians to build families that have occurred in American society are still shaped by social institutions and by dominant ideologies about families. Which social institutions do gay and lesbians have to deal with in trying to build a family, and what dominant ideologies do they have to overcome?

Reading #31
"Muslim Self-Identities after 9/11"
Lori Peek

1.   Which of the following groups of people might be considered Muslims?

        a. African Americans
        b. Arab Americans
        c. White Americans
        d. any of the above might be a Muslim

2.   According to Peek, which of the following are reasons why people adopt a religious identity in a multi-cultural society such as the United States?

        a. religion offers people community networks, economic opportunities, and educational resources.
        b. religion may serve as an important marker that helps preserve group cohesion.
        c. religion can serve to reduce tensions caused by immigrant and ethnic diversity, so that people identify themselves first and foremost by their religious identity.
        d. all of the above

3.   For Peek, during the phase that she identified as "ascribed identity," Muslim children were mostly likely to think of themselves in which of the following ways?

        a. Muslim children thought little about their religious identity and mostly took it for granted as part of their everyday lives.
        b. Muslim children were seriously engaged in Muslim activities and attended almost exclusive Muslim organizations and events.
        c. Muslim children rejected all of their Muslim identity, choosing to play and hang around with only American, non-Muslim children.
        d. Muslim children were sequestered away from children who were not Muslims, and had no contact with people from other religious and ethnic backgrounds.

4.   During the "ascribed identity" phase of Muslim children's relationship to the larger American culture that Peek described, which of the following best illustrates these children's assimilation patterns?

        a. like many new immigrants groups, these children stuck close to their ethnic enclaves and had little to do with people of other ethnicities.
        b. like many new immigrant groups, Muslim children felt the pressure to assimilate to American norms and values quickly, attempting to "pass" as unidentified ethnic Americans.
        c. like many new immigrant groups, Muslim children went through a period of American hatred, disdaining all of the norms and values of the larger American culture.
        d. like many new immigrant groups, Muslim children gave little thought to their religious or ethnic identities.

5.   In Peek's study of Muslim Americans after 9/11, what was the relationship between young adults' embracement of a Muslim identity and their going off to college?

        a. college was a time to learn about new religions and many Muslims rejected their Muslim identity during these years.
        b. they encountered so much prejudice and discrimination in college that they found themselves hanging out exclusively with other Muslims.
        c. college was a time when they re-discovered their Muslim roots and were more likely to seek out friends who were Muslims.
        d. none of the people who Peek interviewed attended a college with a Muslim student organization, so it was unlikely for them to meet others like themselves.

6.   For Muslims living in the United States right after the September 11, 2001 attacks, which of the following best illustrates what they experienced?

        a. Americans from all walks of life felt for the Muslim's plight and embraced them like no other time before.
        b. there was a division within the Muslim community, with Muslim Arabs on one side and all other Muslims on another.
        c. Muslims in the time directly after the attack denounced their religious identities, hoping to not be recognized or noticed.
        d. many Muslims reported acts of discrimination, harassment, racial profiling, and assault that they had to endure.

7.   Based on your understanding of Peek's research on Muslim Americans, which of the following best illustrates what happened to the Muslim community right after the 9/11 terrorist attacks?

        a. the Muslim community became fractured and divided, with little consensus or agreement about what they should do as a whole.
        b. after the attacks, Muslims felt a stronger bond with each other, feeling as if they had to explain their religion and faith to others.
        c. in the years following the 9/11 attacks, Muslim Americans increasingly became more assimilated into the larger American culture.
        d. shortly after the 9/11 attacks, a majority of Muslim American left the United States to return to their countries of origin.

8.   After the 9/11 terrorist attacks, young Muslim Americans were more likely to do which of the following?

        a. men grew beards to show their solidarity with other Muslims.
        b. women began to wear headscarves more often to show their solidarity with other Muslims.
        c. Muslim parents wanted their children to tone down their presentations as Muslims because they feared that they would be hurt.

d. all of the above

9. Which of the following best summarizes Peek's conclusions about the development of religious identities in multi-cultural societies?

   a. religious identity, once formed, stays with one for life, and very little can change how people feel about their own religion.
   b. although religious identity is enduring, most people give it up or make it a less meaningful part of their lives as they mature.
   c. religious identity can be transient, with it representing a strong force at some times in life, and a weaker force at other times in life.
   d. Peek feels that the religious identity experienced by Muslim Americans is a unique event in American history, and there can be no generalizations made about this to other groups.

10. According to Peek, which of the following is the fastest growing religion in the United States?

   a. Christianity
   b. Judaism
   c. Islam
   d. Atheism

ESSAYS

1. How do you relate to your religion? Is religion an important part of your life or do you mostly ignore this social institution? Why do you think that religion has been so pervasive throughout history?

2. In the case of Muslim Americans after the 9/11 terrorist attacks, how did their lives change? What was their relationship with their religion before the attacks and how, if at all, did they relate to their religion differently after the attacks? Explain your answer.

3. Identify the three phases of religious identity formation that Peek discussed for Muslim Americans after 9/11? Describe the transformation that Muslim college students experienced during the years directly following the attacks. Why do you think many of them went through these changes?

Reading #32
"Rejecting God, Adopting Atheism"
Jesse M. Smith

1.   Smith claims that there is a growing number of Americans who claim "no religious
      affiliation" at all. He posits that one reason for this is that

          a. the fervor of the religious right has forced others to give up religions altogether.
          **b. the political schisms between the religious right and the religious liberal have
          forced the latter group to disaffiliate from any type of religion.**
          c. people have turned to religion, but then in these hard economic times found that this
          institution was no help to them.
          d. organized religion has turned people off because of the wars and conflicts that religion
          has caused.

2.   In the United States, according to Smith, which of the following is true?

          **a. Over 80% of the people claim a religious identity, over 90% believe in God, and
          about 2% call themselves atheists.**
          b. Approximately 50 % of the people claim a religious identity, about the same amount
          believes in God, but atheism has grown to about 10% of the population.
          c. Almost all Americans claim a religious identity AND a belief in God, but just 2% call
          themselves atheists.
          d. People who claim a religious identity has dipped to an all-time low of 25%, yet 90% still
          believe in God, and about 10% claim to be atheists.

3.   Among atheists,

          a. almost all grew up in households where atheist beliefs were held by their parents.
          b. though most of their parents would not call themselves atheists, they had no organized
          religion to which they belonged.
          **c. despite their doubts in religion now, practically all grew up with some sort of
          religiosity in their home growing up.**
          d. a large majority came from households that had fervent, even fanatical, religious beliefs
          that they then rejected as adults.

4.   A the same time that the United States is experiencing a slight decrease in participation in
      organized religion,

          a. belief in God is waning even more.
          **b. belief in God has really never wavered, with almost all Americans expressing the
          idea that God does exist.**
          c. belief in God was at an all-time low during the 1960s, but has risen to its present heights
          of almost universal agreement that God exists.
          d. there is no correlation between organized religious participation and belief in God.

5.   Among atheists, their questioning of religion usually began at what period in their lives?

   a. Not until they had children of their own, and had to explain why travesties in the world existed if there was a God.
   b. Not until they were elderly, when they had tested religious principles, but still found that they remained sick, in poverty, or experiencing negative aspects of living.
   c. During their college years, when the encountered new points of view that made them question what they had been told as children.
   d. Usually fairly young, no later than their teens, when going to houses of worship seemed meaningless and boring to them.

6.   During the doubting stages of their lives, atheists were affected by which of the following?

   a. A death of a loved one which made them question the role of religion and God in their lives.
   b. A relationship with a member of the clergy that was questionable, at best, and made them wonder if these men and women of God acted to poorly how could religion be worth much.
   c. A close reading of the Bible and doubts that the stories told in the Book were true.
   d. Doubts in what the Bible said, but even more, they hypocrisy they saw in people who saw themselves as religious.

7.   Generally speaking, among atheists, as their beliefs in religion and God waned,

   a. their belief in other supernatural beings increased to take its place.
   b. they turned to a variety of different religious beliefs before they gave up on religion altogether.
   c. a belief in scientific thinking and a rejection of anything supernatural increased.
   d. they were made to feel very guilty about their lack of belief but they did not feel it was necessary to hide it..

8.   Smith compares telling others about their atheist identity to which of the following groups?

   a. Coming out as gay
   b. Telling parents about their first sexual encounters
   c. Marijuana smokers
   d. None of the above

9.   When atheists first began to tell significant others about their new identity, this experience can best be described in which of the following ways?

   a. Excruciatingly painful, as these people did not accept their atheist identity and made them feel terrible about giving about religion.
   b. As commonplace, in which their telling others that they were atheists was met by a series of nonchalant and uncaring reactions by most others.
   c. As liberating, a positive experience that tended to produce greater confidence in what they decided and a greater stake in that new identity.

d. There was no one way that atheists experienced their coming out, and all three ways above were seen as examples of ways atheists told others about their new identity.

10. From reading this article, which of the following would best describe being atheist in American today?

a. It is an accepted identity by most, but not all, Americans, and atheists feel little stigma related to this identity.
b. It remains a highly controversial identity, and atheists feel a great deal of stigma about choosing this lifestyle.
c. It is so highly stigmatized that atheists believe that they can only tell other atheists about this identity, lest they get excommunicated from their friends and family.
d. Atheists feel as if many people are beginning to doubt their own religious beliefs, and increasingly their friends and family are embracing atheism as well.

ESSAYS

1. Religion remains a powerful institution in America. Why do you think such a large majority of Americans continue to practice religion and believe in God? Do you think religion is as central to American ideals as it was 100 years ago? Why or why not?

2. Describe the stages an atheist goes through as he or she adopts the atheist identity. Make sure you discuss the transitions that must occur, the difficulties they encounter, and how they come to terms with this label in the eyes of others.

3. Despite the ubiquity of religion in American society, some pundits worry that this institution is waning in importance as compared to a couple of generations ago. Given what you know, do you think this is a trend that will gain strength? What do people get from their religions, and why do some people decide that being part of a religious group is not for them? What implications does a decline in religion have for the stability of society, if any at all?

Reading #33
"Savage Inequalities"
Jonathan Kozol

1.   According to a report by the U.S. Department of Housing and Urban Development, East St. Louis, Illinois, can be described as

a. the most distressed small city in America.
b. situationally beautiful, with scenic vistas overlooking the Mississippi River, but haunted by chronic drug problems.
c. a dilapidated city whose future is looking up.
d. a growing suburb of its larger city to the west, St. Louis, with all of the problems inherent in a rapidly expanding city.

2.   Due to the pollution and other environmental problems in East. St. Louis, the children of this city have one of the highest rates of which of the following diseases?

a. emphysema
b. asthma
c. leukemia
d. AIDS

3.   In East St. Louis, schools have been evacuated because of which of the following problem?

a. delinquents falsely pulling down fire alarms
b. excessive leakage of roofs after rainstorms
c. raw sewage flowing onto the floors
d. bombs planted in the halls by disgruntled students

4.   One way in which the East St. Louis school system saves money is by

a. cutting all sports from the budget.
b. busing in children from more affluent neighborhoods.
c. cutting the budget for computers, televisions, and other audio-visual aids.
d. laying off teachers and hiring permanent substitutes.

5.   The graduation rate from East St. Louis High School is approximately _____ percent. Of these, approximately _____ percent go on to four year colleges.

a. 55; 20
b. 90; 80
c. 25; 10
d. 75; 50

6.   How was the building of a new auditorium in Rye (NY) High School funded?

a. a tax bond issue that voters approved
b. private charitable funds raised by parents
c. students selling raffles in the local community
d. all of the above

7.   Jonathan Kozol, author of "Savage Inequalities," visits a classroom in Rye, New York that is discussing equality and race. Which of the following is <u>not</u> a general position expressed by the class?

a. fiscal inequalities matter a great deal in shaping what a school can offer.
b. racial integration would meet with strong resistance in their community.
c. if instituted immediately, Affirmative Action programs would greatly enhance the school's reputation and the students' experiences.
d. equity may be desirable, but it would make no difference in the long run.

8.   One student objects to busing students from the ghettos and expresses his concern by which of the following quotes?

a. if you can't beat 'em, join 'em; but we'd rather beat 'em.
b. transferring those students in here shifts the problems, but it doesn't solve them.
c. if at first you don't succeed, try, try again.
d. you can take them out of the environment, but you can't take the environment out of them.

9.   The student, Jennifer, interviewed by Kozol, seems to be blaming the poorer education in the inner city on what cause?

a. the parents in the inner city who seem not to care.
b. the government in the state that just doesn't provide enough for inner city schools.
c. the students in inner city schools who are just not as bright as ones in suburban schools.
d. our taxation system that doesn't allocate enough funds for inner city schools.

10.   Comparing East St. Louis with Rye, which of the following is an accurate description of each?

a. the former is a big city, with equal numbers of blacks and whites, while the latter is a small town with more blacks than whites.
b. the former is a small city that is practically all black, while the latter is a suburban town that is practically all white.
c. the former is a rural town in the cornfields of Illinois that is predominantly white, while the latter is a rural town in the breadmaking district of New York that is predominantly filled with German immigrants.
d. both East St. Louis and Rye are approximately comparable cities in most regards.

ESSAYS

1.   Compare and contrast the school systems in East St. Louis, Illinois with the one in Rye, New York? What advantages and/or disadvantages does Kozol show for students in each school system? What creates the differences in these school systems?

2.   The students in Rye, New York discuss the pros and cons of racial integration for their school. Explain how they feel about this controversial subject. Make sure you also include their reasons for the opinions they express.

3.   The title of this selection is "savage inequalities." To what is Kozol referring? How do you think it is possible to reduce the inequalities to which Kozol is referring?

Reading #34
"Low-Income College Students at Elite vs. State Schools"
Elizabeth Aries and Maynard Seider

1.   One of the criticisms of elite universities in America, according to this article, has been that they are "reproducing social advantage instead of serving as an engine of mobility." Which of the following best illustrates this quote?

        a. 75% of their students come from the top-quarter of the socio-economic system and 3% come from the poorest quarter.
        b. 25% of their students come from the top-quarter of the socio-economic system and 50% come from the bottom 50%.
        c. 50% of the students come from the top 10% of the socio-economic system and 50% come from the rest of society.
        d. 75% come from the bottom quarter of the socio-economic system and 2% come from the top 10%.

2.   When Aries and Seider cite research that says that lower-income students at elite universities undergo "significant effects on their sense of self, as well as on relations with friends and colleagues who still inhabit the 'old' world" they mean

        a. that lower-income students who are accepted into these schools are sophisticated and smart enough to fit into the established social order.
        b. lower-income students must make difficult adjustments to fit in with the majority of students and faculty at these schools.
        c. higher-income students, who have not been exposed to people from lower-income groups, feel a sense of superiority and discriminate against the lower-income students.
        d. higher-income students and lower-income students suffer no cultural gaps since they were all accepted to these universities based on their outstanding academic skills.

3.   One of the markers that immediately might differentiate higher-income students from lower-income students is

        a. their knowledge of many languages, including usually a background in Greek or Latin.
        b. the number of AP courses on which they received high marks.
        c. the number of possessions they have, such as TVs, clothes, and cars.
        d. that higher-income students always come from private schools while lower-income students always come from public schools.

4.   Often, lower-income students at Little Ivy felt that they were inadequate, inferior, and intimidated by the students from wealthier backgrounds. Which of the following is NOT an aspect of this feeling discussed by Aries and Seider?

        a. their grammar
        b. their regional accents
        c. their parents' educations and occupations

d. their lack of physical stature

5.   When higher-income students at Little Ivy discussed their European trips, dinners at high-priced restaurants, and their privileged backgrounds, Aries and Seider maintain that lower-class students felt

a. excluded.
b. included.
c. not bothered at all.
d. that they would adjust in time.

6.   Low-income students at Little Ivy could be made to feel *powerless*, according to Aries and Seider. Which of the following can be used as an illustration of this feeling on the part of lower-income students?

a. Lower-income students reported receiving lower grades in their classes, especially during the first year in college.
b. Lower-income students felt powerless when discussing their futures after college, sensing that they could not count on future education as easily as their higher-income colleagues.
c. Lower-income students actually felt superior to higher-income students because they had the sense that they were at Little Ivy based on their own credentials, not on the legacy or their parents or the amount of money they could afford to pay for tuition.
d. Since most students at Little Ivy were on scholarship, there was little differentiation between students based on social class.

7.   At State College, the differences between students based on social class can best be described in the following way?

a. Much like Little Ivy, students divided themselves along class lines, with the more affluent marking their superiority by bragging about their possessions, travels, and gated communities.
b. Since State College had fewer students from affluent backgrounds, it as actually the lower-income students who felt powerful, included, and desired by others.
c. The difference in class background for students at State College were generally minimal, and social class played only a small role, if any, in determining social relationships.
d. At State College, clothes, particularly from famous designers, was the biggest marker differentiating students there.

8.   At Little Ivy, as lower-income students became more assimilated into college life, what happened?

a. Despite their best attempts, they remained outsiders, unable to break into the strong social barriers that existed due to social class.
b. While a small percentage of lower-income students were eventually accepted by the more

affluent, they were seen as "pretenders" and actually excluded more than when they first arrived.

c. Because they had to conquer so much to be accepted by Little Ivy, eventually the lower-income students actually gained more prestige on campus than their higher-income brethren.

d. Eventually, lower-income students adopted more of the speech, attire, behavior of the more affluent students on campus that led them to feel greater self-confidence.

9. For students at State College, what can be said about their acquisition of new forms of cultural capital, such as changes in language, dress, or behavior?

    a. Though they may have used bigger words than before college, they had little to say about the acquisition of goods, adaptation of new language, or changes in behavior.

    b. Like the students at Little Ivy, as they progressed through college, they gained a great deal of self-confidence and self-respect through their college experiences.

    c. Unlike the students at Little Ivy who came from lower-income families, they expressed a disdain for anything that represented material wealth or luxuries.

    d. Students at State College found themselves buying more expensive items, speaking differently, and changing their behavior in a way that made them feel foolish and phony.

10. At Little Ivy, which of the following students would be most likely to feel an increase in self-confidence as they went through college?

    a. Students whose families were new immigrants and were the first members of their household to attend college.

    b. Students whose parents were college graduates, and who had arrived at Little Ivy with more cultural capital than first generation lower income students.

    c. Students who were at Little Ivy on athletic scholarships who then were able to prove their mettle in the classroom as well.

    d. Students who were first generation college students, from working-class backgrounds, and small towns.

ESSAYS

1. One of the criticisms of elite universities in America, according to this article, has been that they are "reproducing social advantage instead of serving as an engine of mobility." What does this mean and how is social advantage reproduced at elite schools but not so much at state colleges?

2. Some believe that America is facing a crisis in higher education since tuitions and costs have gone up so much that even the middle-class can no longer afford a college education. Based on this reading and your own experiences, do you think this is a problem? If so, how can it be fixed? If not, why not?

3. Explain the differences in experiences for lower-income students who attend Little Ivy and for students in general at State College. What do these differences signify about social class in America? What are the disparities inherent in social class and how do the experiences of

the lower-income students at Little Ivy inform us about the stability or flexibility of class in the American socio-economic structure?

Reading #35
"Mexican Immigrant Gardeners: Entrepreneurs or Exploited Workers?
Hernan Ramirez and Pierrette Hondagneu-Sotelo

1.   The authors of this article note that many Latino immigrants end up being exploited by the American economic system. Which of the following is NOT a reason they mention as a reason for this exploitation?

        a. Lack of family living in the United States who can provide economic and emotional support.
        b. Low levels of literacy that make it difficult for these immigrants to find jobs in the formal or informal economies.
        c. A basic lack of knowledge of English as a primary language that makes it difficult to get jobs, particularly service jobs where immigrants have face-to-face contact with customers.
        d. A lack of job skills that makes it difficult to obtain jobs that require training.

2.   Many people who look at the careers of Mexican gardeners in Los Angeles see them as dirty workers, people who blow leaves around, work in the dirt, and do exploited, unskilled, subordinated work. Yet, Ramirez and Handagneu-Sotelo paint a possibly more optimistic view of these people. Which of the following most accurately represents this idea?

        a. Despite the common opinion of these people, they receive a great deal of emotional satisfaction by working with their hands and watching gardens flourish.
        b. Mexican gardeners are often independent operators, running their own businesses, owning their own tools and trucks, and offering them the possibility of upward mobility through their labor.
        c. Mexican gardeners understand that these jobs are the only ones they can get in America, and they are thankful for any money they can make to support their families.
        d. The authors of this article believe that Mexican gardeners suffer from "false consciousness," and despite the fact that they may be happy, there is no escaping the idea that they are exploited laborers.

3.   The authors of this article outline how Mexican gardeners get into the business. Which of the following is the most common career path for entry into gardening as an occupation?

        a. These men come to the United States from Mexico with gardening skills, look for jobs in the local Spanish newspapers, and apply.
        b. Although these men some as unskilled laborers, they serve as apprentices to established gardening contractors and work their way into the business.
        c. Most typically, they start their jobs by working for male family members or for people from their home towns in Mexico.
        d. These men are entrepreneurs who come to America and immediately start a business in the gardening industry.

4.   Among the gardeners interviewed for this study, the authors found that these new

immigrants

a. had skills as gardeners because they came from rural farming villagers, and with some cash in their hands, they could immediately start their own businesses.
b. despite their lack of English, it was fairly simple to go door-to-door to find work in the suburbs of Los Angeles.
c. had come from ranchos in Mexico, worked on small farms there, had relatives who were gardeners, and liked to be able to work outdoors.
d. took a long time to get established, were indigent for many years, and only turned to gardening as a last resort when they could not get work in other industries.

5.   Which of the following was commonly needed for gardeners to start their own route and to open up their own independent operations?

a. Relatives or friends who wanted to downsize their businesses or get rid of low-paying customers would give them some of their clients.
b. They would borrow money from banks to get the needed capital to start their businesses.
c. Their wives often worked as domestics or nannies in the Los Angeles suburbs, and through word of mouth, were able to find jobs for their husbands as gardeners.
d. They began work as farmers for giant agricultural conglomerates, get a good reference from their supervisors after several years, and then go out on their own.

6.   Among the gardeners studied by Ramirez and Hondagneu-Sotelo, what was their most common legal status in the United States?

a. The majority of gardeners in this study were in the U.S. illegally and had to hide from the authorities, lest they get deported.
b. Most of the gardeners in this study were legal residents or naturalized citizens, with valid drivers' licenses and auto insurance for their trucks.
c. The gardeners in this study were evenly split between those who were in the United States legally and those who were undocumented and illegally residing in this country.
d. Due to strict laws in California governing gardening companies, all of the gardeners in the state are legal citizens.

7.   Which of the following events was a turning point that allowed many Mexican gardeners to establish their own businesses in the United States?

a. The election of Barack Obama because he immediately upon taking office made any Mexican working in this country a legal citizen.
b. Changes in the labor laws in California that made it easier for any entrepreneur to establish his own business, without references or bank accounts.
c. The Immigration Reform and Control Act (IRCA) in 1986, which offered amnesty/legalization to any formerly undocumented immigrant acted as a catalyst to allow these people to work legally.
d. Changes in the child labor laws, because previously very young children were working as gardeners, and when the government made it impossible for these youngsters to work

legally it opened the field to older people.

8.   Although maximizing route size was a way to grow business and make more money, why
       was this not a preferred strategy for many Mexican gardeners working in Los Angeles?

       a. They lack the entrepreneurial, business, and accounting skills to manage a large number
       of employees and customers.
       b. Since this is a business that mostly paid in cash, they had no way of keeping track of the
       money coming in, once their routes became too large.
       **c. Over time, gardeners found that customers were getting cheaper in how much they
       would pay and their employees were becoming less reliable, making it more difficult to
       run a profitable business.**
       d. Gardening is hard work and these men found that if their businesses grew too much they
       could not handle the physical toll it took on their bodies.

9.   One way that gardeners found that they could make extra money, without growing their
       routes too large, was to

       **a. take on extra duties for the people they worked for, such as laying sod, seasonal
       cleaning, and planting annual bulbs.**
       b. take more money "under the table," in which the government or competitors would never
       know that they were getting this extra cash.
       c. hire undocumented immigrants who would work for less money than their current
       employees.
       d. All of the above.

10.   One of the best ways to upward mobility for the Mexican gardeners studied by these authors
       was to

       a. go back to school and get a degree in landscape architecture.
       b. quit the business of gardening and work as a public relations agent for new gardeners
       trying to open their own businesses.
       **c. become landscape contractors, passing a written California Board test, and to obtain
       a license to do more rigorous and skilled work.**
       d. return to Mexico with the skills that they had acquired in the United States and open up
       thei own businesses there.

ESSAYS

1.   In many ways, the gardeners described in this study are examples of people living the
       American dream. Explain the stages by which a person can move from an *ayudante* to one
       who owns his own business and can establish himself as an independent entrepreneur with
       his own steady income.

2.   Many sociologists of labor have written about new immigrants that they are exploited labor.
       Explain what they mean by this. Do you believe that the gardeners in this study have been

exploited or do you see their lives as successful? Why or why not?

3. Socioeconomic mobility is key to success in America. Explain this concept and how the Mexican gardeners in this study illustrate upward mobility. Despite the fact that some of these gardeners firmly established themselves as entrepreneurs, explain how their work can still be seen as exploitative, how they are taken advantage of by the American economic system, and why we should not be so optimistic about the plight of many new immigrants who come to the United States with limited job skills.

Reading #36
"Working-Class Job Loss, Gender, and the Negotiation of Household Labor"
Elizabeth Mikyla Legerski and Marie Cornwall

1.   According to these authors, which of the following is true concerning how men and women divide housework in contemporary American society?

        a. Men who earn less than their wives or are unemployed do less housework than their wives.
        b. Women who earn more money than their husbands nevertheless do more housework.
        c. There has been an increase in dual-earning couples and a trend to more egalitarian division o labor in the household.
        d. All of the above are true.

2.   The people in this study can best be described as which of the following?

        a. Educated, highly skilled, middle-class Americans.
        b. Steelworkers who were mostly recently laid off from their jobs.
        c. Professors, both men and women, who were out of work during times of recession and economic cutbacks in education.
        d. Low-skilled, new immigrant Americans who had little chance of getting a job.

3.   Among the people in this study, for the women who had full-time paying jobs, which of the following is true?

        a. Their husbands not only took on a greater amount of housework, but they did the kind of housework that traditionally was called "women's work."
        b. Their husbands took on more household duties, but women were still expected to do traditional female chores, such as grocery shopping, scrubbing floors, and cleaning toilets.
        c. Their husbands did not step in to do any more around the house, and the women were expected to do the same amount of housework, even if the husband was unemployed and the wife was employed.
        d. These couples represent the trend toward more egalitarian division of labor in household work, where both the husband and wives do equal shares.

4.   The authors describe the women in this study as engaging in "pragmatic egalitarianism." What does this term mean?

        a. The families in this study, for the most part, sat down together after the husband was laid off and created a new list of household duties that was more equally shared than when both husband and wife were working.
        b. The families in this study were more practical about who would do which jobs, with men taking care of the lawn and fixing the plumbing, and women doing the cooking and shopping.
        c. The families in this study recognized that women would have to join the work force

full-time, but that they were still expected to do traditional women's work around the house.
d. The families in this study did not change their household division of labor after the husband was laid off. In fact, nothing changed.

5. For some of the women in this study, such as Julie, the division of household work did not change when her husband was laid off and she was in the work force. What was the explanation for this?

   a. It just was always that way and they did not see reasons to change. Her mother did the major housework and she continued to do the same.
   b. Julie did not trust her husband to do the housework to her satisfaction and it was easier for her to continue than to get annoyed at him.
   c. Julie's husband, Dave, was disabled so she did not feel that it was he right thing to do to expect him to take on household tasks.
   d. When Dave was laid off, he had to devote most of his time to finding a new job, and doing the household tasks would take away from his ability to find employment.

6. For the women in this study, even when they were forced to go to work because of tough economic times, which of the following would best describe their identity?

   a. Primary family breadwinner.
   b. Primary family caregiver, for their children, husband, and parents.
   c. Secondary economic provider, with their husband only" temporarily" out of work.
   d. Most of these women did not join the labor force, even if their husband was laid off.

7. Which of the following would best describe how the men in this study saw their primary identity, when they were laid off from work?

   a. They now had a better understanding of the difficulties of household work and childcare and saw their identity more as fathers and house-husbands than before.
   b. Though they were laid off, their primary identity still lay in their work world and the control paid work provided for them.
   c. They refused to accept the fact that they were no longer working, and with unemployment
   d. These men completely took over the household tasks and saw this as their primary identity.

8. One of the reasons they authors mention as why these women did not renegotiate household work after their husbands were laid off and they continued to work was

   a. they feared that their husbands would become violent and belligerent if they insisted on changes in household labor.
   b. they actually enjoyed household work, and even though they were now working outside the home, they did not want to relinquish these duties.
   c. they felt strongly that woman's work was still in the home, and wanted to serve as role models for their daughters as good homemakers.

d. they were seriously worried about the mental health of their husbands.

9.   Which of the following was NOT cited by these authors for why these husbands and wives kept their same gender roles in the home, even when their husbands were laid off?

       a. The lack of well-paying jobs for women that would allow them to replace their husband's loss of income.
       b. The reinforcement of traditional gender ideologies that continued to see women's work as secondary to the husband's.
       c. The education level of these respondents, where most of them had gone to college and wanted careers that would be fulfilling outside the home, while still maintaining traditional gender roles in the home.
       d. The lack of new ideologies that would support men's equal participation in household labor.

10.   There has been much written about changing gender roles and the movement toward more egalitarianism in marriage and household work. However, we might have a skewed viewed of this idea because much of this research has been done on which of the following groups?

       a. Middle-class, college educated Americans.
       b. Upper-class, privileged people, who represent the 1% of the highest economic echelon in America.
       c. Poor, indigent people of color, who lack a college education and are unskilled laborers.
       d. Working-class couples, with high school education, who work in factories.

ESSAYS

1.   The shifting role of women and men concerning household labor has been a concern of sociologists since the women's revolution of the 1970s. How do the men and women in this study reflect the changes brought about by the women's movement? How do they serve as illustrations that the women's movement may not have been as ubiquitous in its changes as some people think?

2.   Why do the women in his study, for the most part, stick to the traditional female roles of their mothers' generation? Discuss three (3) ways that these women continue to serve the same roles as women did in past generations.

3.   Despite the fact that the men in this study have been laid off, it seem as if they want to continue the same division of labor in household tasks as when they were working full-time outside the home? Why do you think this is the case? Explain two (2) ways in which these men have made changes since they were laid off and two (2) ways in which household division of labor have remained the same for them.

Reading #37
"Healthy Dads, Healthy Kids"
William Marsiglio

1.   According to Marsiglio, when it comes to men's health, research finds that

        a. men are exercising more and staying healthy for longer periods of their lifespan.
        b. men are eating healthier foods, staying fit, although their lifespan is still much shorter than women.
        c. men are much less likely to go to the doctor for routine physicals or serious illnesses than are women.
        d. there is no difference in the health patterns between men and women.

2.   Which of the following statistics is most accurate when it comes to men's health in American society?

        a. One-third of American men are obese and 10% are likely to become alcoholics in their lifetime.
        b. The obesity rates for American men have dropped by 25% in the last decade and men are having heart attacks at a rate that is less than 20% than 30 years ago.
        c. About three-quarters of all American men can be considered obese and 35% will die of heart attacks before the age of 65.
        d. Obesity rates for men have remain stable over the past two decades at about 25% of all men, and only about 5% of men have drinking problems now.

3.   According to political scientist Cynthia Daniels,

        a. initiatives such as President Obama's health care policies will have little effect on how men treat their bodies and think about their health.
        b. men receive a disproportionate amount of attention in terms of scientific dollars spent on issues of reproduction and the health of their babies.
        c. there is a disproportionate interest in how bad behavior by women affects reproductive health and not enough interest in how men's behavior negatively contributes to fetal and children's health.
        d. we have finally reached a stage where scientists are considering how men's behavior can affect the health of their children.

4.   Research has shown that women who have stable partners and who have partners who have completed at least some college education

        a. drink, smoke, and generally exhibit poorer health behavior than single mothers.
        b. are less likely to drink, smoke, and use drugs during pregnancy.
        c. act the same way as women in unstable relationship and have partners with just a high school education.
        d. may be more educated about the health of their fetus, but show no difference in their behavior while pregnant than women with partners who have graduated college.

5.   Which of the following has research found to be true about the effects of fathering on men's health?

        a. Becoming a father brings a great deal of life satisfaction and men's health tends to get better with the arrival of a baby.
        b. When men become fathers, they are more concerned about sending healthy messages to their children and they change their behavior for the good of the kids.
        c. The stress of being a father, coupled with problems associated with being the family breadwinner when a child is born, increases the health problems of men.
        d. There has been no correlation found between becoming a father and men's health after the baby is born.

6.   Sociologist Michael Messner coined the term "pain principle" in terms of men's health? What did he mean by this?

        a. Men are taught to ignore pain and to "play with pain," which leads to stronger bodies, a healthier attitude about sports, and a longer lifespan.
        b. Though men are stereotypically portrayed as strong and aggressive, in reality, they are "big babies" when it comes to pain and actually tolerate pain less than women (many of c. **Boys and men are taught to "shake it off," to ignore their own pain, and to treat their bodies as instruments to be used, which actually leads to further health problems later in life.**
        d. None of the above.

7.   According to the research cited in this article, men seek jobs that

        a. will protect them from dangerous situations or risk-taking behavior.
        b. are life-threatening and risky.
        c. are intellectually fulfilling and thus are sedentary and do not engage in activities that are healthy.
        d. are active, in the outdoors, and which engage them in behavior that serve to keep their heart and circulatory system running at peak performance.

8.   Sociologist Andrea Doucet studied Canadian stay-at-home dads and single fathers. In terms of how these dads handle the health of their children she found that

        a. they were among the most informed, involved, and concerned fathers when it came to knowing about their children's health.
        b. just as all men, they were less likely to take their children to the doctor, ignore signs of illness, and expect their male children to "suck it up" when hurt.
        c. they were more likely to be excluded from parental networks that emphasized health issues and from networks that discussed childcare issues.
        d. they usually depended on their mothers for advice on how to handle their children's health.

9.   Which of the following is NOT a constraint discussed by Marsiglio that operates to make it

more difficult for boys and men to engage in healthy lifestyles?

a. stereotypes that glorify the macho athlete or worker.
b. urban planning that limits the recreational opportunities for children and adults.
c. inadequate supports that educate men about reproductive health care.
d. the ability to engage in athletic events that support healthy lifestyles and behavior.

10.   For men who live in poor, inner –city environments, which of the following is a problem that Marsiglio sees as preventing them from improving their health?

a. These areas of American society usually are populated by cheap, unhealthy fast food rb.
These areas do not generally have healthcare facilities or substance abuse programs readily available that can help these boys and men in need.
c. There is much less access in these areas, as compared to the suburbs, for organized sports for boys and men.
d. All of the above.

ESSAYS

1.   Discuss three (3) reasons why men's health receives so little attention in American society. What can be said about men's gender roles that make them less healthy and less likely to seek medical attention than women?

2.   How can men be more involved in the health of their children? Why have they lagged behind women in being concerned about children's health? What ideas does Marsiglio offer that can change this situation and make men more responsive to their own and their children's health?

3.   Marsiglio discusses masculine body images and its relation to caregiving ideals. Discuss three (3) reasons how men's gender socialization prevents them from passing on healthy messages to their male children.

Reading #38
"American Preschoolers on Ritalin"
Jonathan Leo

1.   The official statement of the American Psychiatric Association on ADHD, according to Leo, is that it is a disease

        a. that there is no doubt whatsoever that it is biologically based.
        b. that has probable biological roots, but it is still unclear what causes it and if there may be other reasons to account for its presence in children.
        c. that has very little scientific data that support it as biologically rooted.
        d. that the American Psychiatric Association has never addressed.

2.   From 1990-1995, the percentage increase in the number of preschoolers taking medications for ADHD increased by how much?

        a. 100%
        b. 200%
        c. 300%
        d. 500%

3.   Leo claims that for children under six, the prescribing of Ritalin is

        a. officially approved and well documented as a safe medication for children with ADHD.
        b. completely illegal and doctors who prescribe it are at risk of arrest.
        c. not officially approved, but doctors prescribe it even though there have been no experiments on the effects of this drug on such young children.
        d. allowed by doctors as long as parents give their approval.

4.   According to the proponents of using Ritalin on children under six with ADHD, which of the following statements best illustrates their thinking?

        a. if left untreated, these children run the risk of failing at school, more serious medical and psychological problems, and a lifetime of failure and frustration.
        b. if left untreated, these children will probably grow out of this disease on their own, and it makes little sense to medicate such young people without knowing more of the long-term effects.
        c. if treated with Ritalin and other similar medications, these children will develop addictions to these drugs that will last a lifetime.
        d. if treated with Ritalin and other similar medications, these children will likely surpass their counterparts in intelligence, creativity, and work habits.

5.   According to Leo, which of the following is a problem with the MTA study of the effects of Ritalin on very young children?

        a. the sample of parents that they used in the research was not a random sample of typical

parents in the United States.
b. the group of parents who were selected for the study was already biased toward the idea that ADHD is a disease that can be treated with medications.
c. the teachers in this study found that, although medication improved attention among these children, it did not have any effect on hyperactivity.
d. all of the above

6. According to critics of using Ritalin and similar drugs on young children diagnosed as being ADHD, which of the following statements is correct?

   a. the prescribing of these drugs is more about the social control of children in the classroom and the home than on any long term benefits to their health or mental well-being.
   b. prescribing drugs such as Ritalin has shown an increase tendency for these children to become drug addicts later in life.
   c. drugs such as Ritalin are excellent for controlling the emotions of children, but it does nothing to change their behavior.
   d. none of the above

7. Leo argues that one of the reasons why the United States far surpasses the rest of the world in prescribing Ritalin is due to which of the following statements?

   a. since American drug companies manufacture these drugs, it is not surprising that the U.S. is where most of these drugs are prescribed.
   b. insurance companies in the United States pay for the Ritalin prescriptions to young children, whereas this is not the case in other countries.
   c. the prescribing of Ritalin in the United States is due to the value system in this country that advocates social control as an important factor in raising children.
   d. the United States is the only country that even allows the prescribing of Ritalin to young children, so it is no surprise that it happens more in the U.S. than anywhere else.

8. The organization CHADD can be called

   a. a group that lobbies against the use of Ritalin by young children.
   b. a group that conducts scientific experiments on children who use Ritalin to determine its effectiveness.
   c. a group of parents and scientists that strongly advocates the use of medications for ADHD.
   c. a group that provides social support for children and parents who have had negative side-effects from Ritalin and similar drugs.

9. If Leo were to assign the primary fault concerning the over-medication of young children to one group, which of the following would be the most likely?

   a. the average physician who prescribes it.
   b. the parents who demand their doctors to prescribe it.

c. the teachers who would like to keep their classrooms more ordered.
d. the scientists and marketers of the drug companies who manufacture it.

10.   When Leo claims that "medicating three-year-olds is just a harbinger of things to come" what does he mean by this?

a. in the future, we will produce more medications that can have the same kind of revolutionary and positive effects that Ritalin has had on youngsters in the early part of the 21st century.
b. in the past, we have not had drugs such as this available, but children and parents were self-medicating with other drugs that had similar effects.
c. since we have already embraced the idea of chemically altering the minds of very young children, in the future we will think nothing of experimenting on youngsters in ways that we can not even imagine today.
d. the use of Ritalin on young children is so ethically questionable that we will probably see this practice disappear in the not too distant future.

ESSAYS

1.   Leo's article on the prescribing of Ritalin to very young children raises several ethical issues. Discuss these issues and provide your own opinions about whether or not this practice is good or bad.

2.   What are the effects of Ritalin on young children with ADHD? According to Leo, why has this practice become so prevalent? How do the proponents and opponents of this practice differ in their opinions? What do you think?

3.   In a famous episode of "The Sopranos," the parents (Tony and Carmello) are asked to come see their son's (AJ) school psychologist. They are told that AJ needs to take Ritalin because he doesn't pay attention, fidgets in class, talks to other kids, and can't sit still. From your reading of the Leo article, how would Leo react to a statement such as this? Why would he be critical of this diagnosis? How does the prescribing of Ritalin fit into American cultural values about children's behavior?

Reading #39
"Online Communication and Adolescent Relationships"
Kaveri Subrahmanyam and Patricia Greenfield

1.   Which of the following is NOT a problem caused by new forms of social networking, as discussed by these authors?

        a. New forms of sexual predating.
        b. Reinforcing peer relations at the expense of relations with parents
        c. Relieving social anxiety.
        d. Distractions at school.

2.   One issue that concerns social scientists, according to this article, about the new forms of social networking is best expressed in which of the following statements?

        a. These new forms of communication are taking the place of face-to-face interaction for teens, which separates them from physical activities with others.
        b. Teens' excessive use of new forms on online communication is taking them away from engaging in athletic events.
        c. New forms of online communication are taking the place of watching television, where there is lots of education programming for teens to watch.
        d. This article discussed all of the above as problems with online communications.

3.   Which of the following is NOT one of the primary conversation threads that teens use in online communication, according to a study cited that asked teens to keep a log of the text messages they received and sent?

        a. Chatting (discussing activities and events)
        b. Planning (coordinating meeting arrangements)
        c. Coordinating conversations (having conversations about conversations)
        d. Education (discussing school topics and materials)

4.   In terms of their relationships with friends, teens believe that online communication

        a. Makes it more difficult for them to see friends face-to-face and to keep up with current affairs.
        b. Improves their relationships with friends, and the more frequently they use these forms of communication the better.
        c. Has made no difference in terms of their friendships, as they are just as likely to be close friends online, via the telephone, or face-to-face.
        d. Improves their relationships with teens of the other gender, but takes away from their relationships with people of the same gender.

5.   Which of the following online forms of communication was cited as the most common way that teens engage in cyberbullying?

a. Mobile text messaging
b. Internet chat rooms
c. Emails
d. IMing

6. According to this article, for gay, lesbian, and bisexual teens, new forms of online communication may have what effect?

a. It allows others who are not of their sexual orientation to harass or bully them more often, creating embarrassing situations.
b. It provides them with a link to the outside world so that they can educate other teens about their sexual orientation without the embarrassment of doing it face-to-face.
c. It may provide these teens a safe haven for sexual exploration without the prejudice and harassment of their peers and adults.
d. It "outs" them to other, such as their parents, relatives, and family friends and intrudes on their privacy.

7. Which of the following did the authors cite as an advantage of talking to strangers using new forms of online communication?

a. Teens may be able to hide things from their friends, but with strangers they can talk about anything.
b. Having access to strangers through online forms of communication may allow teens to get to sites that may help them cope with their offline problems.
c. Strangers that may be lurking in various chat rooms may be a safe way for teens to exhibit
d. There are no advantages for teens to have access to strangers via online forms of communication.

8. Which of the following is a negative consequence of online communication use among teens in terms of their relationships with their family?

a. Parents are being ignored because of their children are engrossed in all sorts of forms of b. Some forms of online communication, such as cellphones, serve as a generational boundary, when teens screen their calls from parents.
c. Some forms of online communication are getting in the way of family rituals, such as vacations and meals.
d. All of the above.

9. On average, how many "friends" does the average teenager have today due to the increasing use of new forms of online communication?

a. 500-600
b. 1000-1200
c. 150-300
d. So many they can't even count

10.   In terms of adolescent development, which of the following do the authors cite as a possibly a positive aspects of online communication?

a. They can practice self-disclosure and self-presentation, which may be a way for them to establish a coherent identity.
b. They can pretend to be someone else, so that people will never know who their real selves are.
c. They can engage in deviant and sexual activities which can serve as a precursor to their adult lives in these realms.
d. They can fool their parents into thinking they are investigating topics for school, while they are actually talking to strangers online.

ESSAYS

1.   Although much attention among parent has been placed on the dangers of online communication in recent years, he authors of this article point to many ways that these forms of communication can benefit teens. Discuss three (3) ways that online communication is helpful in adolescent behavior and development.

2.   Online communication has changed the way that teens make and keep friends. Discuss the ways that teens behave with their friends via online communication and compare this with an era before these forms of communication were prevalent. In your opinion, are we better off today in terms of friendship patterns or have we lost something due to online communication?

3.   Discuss two (2) positive aspects of online communication with strangers and two (2) negative aspects of online communication with strangers.

Reading #40
"The Realness of Cybercheating"
Monica T. Whitty

1.   In previous research about sexual infidelity online, which of the following best sums up
        Whitty's findings?

        a. Since online infidelity did not take place in person, there are fewer stigmas attached to it
        and fewer problems associated with real-life spouses or partners.
        b. Few people see online cybercheating as an act of betrayal in their real-life relationships.
        **c. When considering online infidelity, we need to consider new forms of infidelity, such
        as emotional infidelity and pornography**.
        d. There was no difference discerned between people who flirt online and people who
        engage in sexual affairs in real life.

2.   Who were the main participants in Whitty's study of cybercheating?

        a. Men who have been caught by their wives cheating online and are now going through a
        divorce.
        b. Women who are participating in group therapy because they have trouble controlling their
        sexual impulses in online relationships.
        c**. University students enrolled in a psychology course in Australia**.
        d. A random sample of people selected from the urban areas of Australia.

3.   Which of the following is a reason why some respondents did not consider the scenario
        presented by Whitty was NOT infidelity?

        a. The interaction was 'just a friendship.'
        b. The interaction was 'merely flirtatious and just for fun'.
        c. The interaction was actually with a computer, rather than a real human being.
        d. All of the above.

4.   The most frequent reason stated by the respondents for why the scenario presented was
        actually an act of infidelity is

        a. that the flirtation level was so high that it acted as a sexual turn-on to both parties.
        **b. that one should not be in any type of romantic relationship with more than one
        person.**
        c. there is a sexual double standard here, where men can get away with flirting and women
        cannot.
        d. that the couple actually met in person.

5.   In terms of how men and women reacted to Whitty's scenario, which of the following is
        most accurate?

        a. Women felt more than men that emotional infidelity was equally as bad as sexual

infidelity.
b. Men felt more than women that emotional infidelity was equally as bad as sexual infidelity.
c. Women and men both thought equally that emotional and sexual infidelity were the same sort of betrayal to one's spouse or partner.
d. Women and men both thought that sexual infidelity was a much worse transgression than emotional infidelity.

6. Cybercheating is seen as worse when

a. it is mutually agreed upon by partners that they can engage in online relationships.
b. one when partner keeps his or her online relationship a secret from the other.
c. both partners are engaging in online relationships.
d. the involvement is more emotional than sexual.

7. Approximately how many of Whitty's respondents felt that the offline couple broke up as a consequence of the Internet affair?

a. 10%
b. 90%
c. 50%
d. 75%

8. Which of the following is NOT a way that the aggrieved sought revenge from his or her partner for having an online affair?

a. They logged on pretending to be their partner to destroy the online relationship.
b. They saw this as an opportunity to have their own affair behind the back of their partner.
c. They wrote a letter to their partner's online relationship revealing some of the bad qualities of their partner.
d. They psychologically or physically harmed their partner or the cyberlover.

9. In general, when reading the scenario about cybercheating, most people felt that in the main

a. this was a real form of betrayal and can have as serious an impact on a relationship as a offline betrayal.
b. this was not as serious a form of betrayal and the aggrieved was mostly over-reacting to a benign situation.
c. while real, cybercheating does not threaten the real life, offline relationships of the people involved.
d. cybercheating, due to its secretive elements, is worse than an affair in an offline relationship.

10. Which of Whitty's results indicates that the respondents in this study considered the cyber-relationship in the scenario to be a "real" affair?

a. They predicted that the couple broke up as a result of the cybercheating.
b. They predicted that the couple went into therapy once the online affair was discovered.
c. They predicted that the aggrieved party in the offline relationship immediately sought out an affair of their own.
d. Actually, the respondents overall did not see this scenario as an instance of cheating or infidelity.

ESSAYS

1.   Whitty generally found that men reacted to the scenario of cybercheating differently than women. How? What do you think this illustrates about sexual relations more generally? Why do you suppose there are gender differences in these reactions?

2.   Given that this research is based only on a hypothetical scenario, what criticisms can you make about the potential for making generalizations from this study? What are some of the methodological advantages, though, of providing this scenario and allowing the respondents to react to it?

3.   In a world that has become increasingly online where people are less likely to have physical contact with each other, do you think that cybercheating is a problem we need to address? Is it possible, as some people argue, that these are mere diversions from everyday life and do not represent a threat to our real-life, offline relationships? Can people have relationships with others without threatening their romantic partnerships offline? Where do you see this heading in the future as the Internet becomes an even more powerful tool for communication in society?

Reading #41
"Indian Call Centers"
Phil Taylor and Peter Bain

1.   What does the term 'offshoring' mean?

        a. It refers to a type of fishing, usually done off the coast of Florida that is illegal because it
        uses nets to capture fish.
        **b. It refers to a business practice of moving jobs and industries off of American soil to
        countries where the labor costs are cheaper**.
        c. It refers to a new form of energy exploration, designed to put less emphasis on foreign oil
        in the United States to make this country more independent of oil-producing countries.
        d. It refers to a labor practice that brings in new immigrants to the United States who will
        work for less money than native-born Americans.

2.   What do countries gain from 'offshoring' their labor in a service economy?

        **a. They can expand their labor forces to include more people, which will increase
        productivity and services for their customers**.
        b. They can count on cheaper labor from the so-called developing world that will serve to
        increase the profits of large corporations and organizations.
        c. They can assure that people of their own country will live a better life, retire earlier, and
        not have to work so hard.
        d. They can educate the people of developing nations and improve life in those countries.

3.   Which of the following is an example of a type of service calls that can be 'offshored' by
        First World countries, such as the United States and the United Kingdom?

        a. overflow telephone calls
        b. off-hour temephone calls
        c. basic customer services
        d. all of the above

4.   For the Indian workers employed by companies such as Nasscom, which of the following
        descriptions best describes them?

        a. They are people with low education levels, working jobs that they like, with wages far
        beyond what they could be making otherwise.
        **b. They are people who see their work as highly demanding, pressurized, stressful, and
        burn-out frequently from these jobs**.
        c. They are mostly people who have college educations, come from upper-class families in
        India, and receive a high degree of job satisfaction.
        d. They are people with no resources, lowly paid, and working in sweat shops for pennies an
        hour.

5.   Which of the following is NOT a problem that Taylor and Bath describe for the people who

work in the call centers they studied?

a. Their work is often done at night or on shifts that can last more than eight hours.
b. They experience more ill-health and sleep problems than other workers.
c. Their sex lives are negatively affected by the long hours they work, the shift work they do, and the fact that they are barely home.
d. They were in artificial environments that lack fresh air, temperature controls, and a pleasant work environment.

6.   What do the Indian call workers experience because they have to hide their locations and use pseudonyms to their telephone customers?

a. Customers get angry with them, lose patience, may be overtly racist, and treat them shabbily.
b. Customers are generally open-minded and sympathetic that the workers may not be English-speaking people which bring a certain level of job satisfaction to the workers.
c. Customers are rarely knowledgeable about the location of where they are calling, so the workers experience few problems from them.
d. Customers almost always hang up on them when they realize that they are speaking to a person in India, which actually makes their job a bit easier.

7.   According to Taylor and Bain's research, which of the following is probably the most important criterion in training the Indian call centers workers?

a. Teaching them to be polite to customers.
b. Allowing them the freedom to deviate from the scripted conversations that they have been given.
c. Training them so that their accents are not so distinctly Indian, so that customers are unaware that they are speaking to an offshore operator.
d. Keeping the workers in good shape so that they do not lose too many work days due to illness.

8.   Which of the following are used by Western corporations when they train Indian call workers to speak in a dialect that can be understood by most callers?

a. An ability to understand and discern national and regional accents of the callers.
b. Role-playing exercises that are aimed at improving the workers' pitch, empathy, and pronunciation.
c. Mastering tongue twisters so that callers are not prejudiced toward the workers' imperfect English.
d. All of the above.

9.   Quoting Taylor and Bain, complete the following sentence: "It is remarkable how the Indian industry not only _____, albeit in an exaggerated form, a labor process that has proved _____ for employers and employees alike in the west."

a. exacerbates; successful
b. improves upon; unsuccessful
c. de-centralizes; important
d. reproduces; problematical

10.   Which of the following is the methodology used by Taylor and Bain in doing their research on Indian call centers?

a. Fieldwork in several call centers in India.
b. Semi-structured interviews with senior managers of the companies that employed Indian call center workers.
c. Group discussions that were conducted secretly with call center workers outside the workplace.
d. All of the above.

ESSAYS

1.   What do you think are the arguments that the 'hyperglobalists' are making? What is the essence of their argument? What negative effects of the current global economy to you think they see as influencing American economy?

2.   What are the advantages of 'offshoring' to the companies that employ the services of workers in countries such as India? How do the service industries compare to the manufacturing industries in terms of their treatment of workers in developing countries? What problems might this create for economies such as the United States'?

3.   Describe the typical work life of an Indian call worker. What problems do these workers encounter while on the job? How do they feel about their jobs? In your opinion, are we doing these workers a favor by employing them at wages much higher than the average wage in their country or are we doing them a disservice by employing them in call centers? Please explain and defend your answers.

Reading #42
"The International Sexual Trafficking of Women and Children"
David R. Hodge and Cynthia A. Leitz

1.   According to statistics cited by Hodge and Leitz, home many people are estimated to be trafficked across borders annually?

        a. 800,000-1,000,000
        b. 600,000-800,000
        c. 100,000-200,000
        d. 500-1000

2.   Which type of countries is considered to be the most likely recipient of illegal trafficked people, especially women and children?

        a. Wealthy countries in which large sex industries exist or where prostitution is tolerated.
        b. Very poor countries in which these people can be sold for low prices to this highest bidder.
        c. Countries at war, with lots of soldiers, who desire prostitutes and other sex workers.
        d. Countries where the pornography industry is weak, prostitution is illegal, and religious ideals are strong.

3.   Push and pull factors may be operating that contribute to the sexual trafficking of young women and children. Which of the following is not considered a "push" factor by Hodge and Leitz?

        a. Poverty
        b. Images of a glamorous nation offering a better life
        c. War
        d. Lack of a promising future in their home countries

4.   Trafficking of young women and children is considered to be third largest source of revenue for organized crime. Which of the following pairs come before trafficking?

        a. Jewelry and high-end clothing
        b. Gambling and online games
        c. Narcotics and weapons
        d. Cars and stolen art

5.   Why are the risks of trafficking men and women comparatively minimal, especially when compared to other international crimes where border crossing is involved?

        a. Prostitution is legal or tolerated in many countries, making incarceration of traffickers more difficult.
        b. Even in places where prostitution is illegal, punishment is usually light.

c. Enforcement efforts usually focus on the women instead of the traffickers.
d. All of the above.

6.   In terms of how women are recruited to be trafficked, which of the following is NOT a method that Hodge and Lietz discuss?

a. Seemingly legitimate organizations, such as modeling and employment agencies, are used to recruit young women.
b. Approaching healthy, non-drug-addicted women who are engaged in prostitution in their home countries, promising them a better life in wealthier countries.
c. Offering them promises of education at colleges and universities, recruiters convince young women that they will better their lives in this way.
d. Recruiters may approach families or guardians who are living in poverty and seek to purchase girls or young women from them.

7.   How do recruiters assure that the women they trafficked will stay in the countries to which they were brought and perform the services that are required of them?

a. Recruiters use threats and violence to keep women in their place and to make sure they are doing their "jobs."
b. Recruiters hold on to the passports of these young women so that they cannot leave the countries.
c. Recruiters tell the women that they have committed crimes and will turn them into the authorities, unless they cooperate and do the "jobs" they were sent to do.
d. All of the above.

8.   The women who are recruited for sex work in wealthy countries are forced to do several things against their will. Which of the following is NOT one of these types of behavior mentioned by Hodge and Leitz?

a. Selling drugs on street corners.
b. Engaging in abusive, violent, or degrading sexual acts.
c. Serving 40-50 clients on any given night, working 18-hour days.
d. None of the above was behaviors forced upon these women.

9.   One of the hindrances holding back trafficked children and women is that they are "innumerate," which makes it difficult for them to keep track of their business. What does this mean?

a. They have never been taught to count.
b. They have never been taught to read.
c. They have never been taught to speak languages, other than the ones they knew in their countries of origin.
d. They have been sterilized before they were trafficked and can never have children of their own.

10.   Hodge and Lietz compare modern sex trafficking with another form of exploitation of people that has existed in history. Which of the following is most accurate?

a. Genocide
b. Clitorectomies
c. Slavery
d. None of the above.

ESSAYS

1.   What are the ways the women and children are recruited into the sex industry and trafficked into wealthier countries than where they come from? How does this practice compare with other kinds of smuggling that you have read about? What are the differences when one is dealing with people rather than inanimate substances?

2.   Sexual trafficking is considered a high reward-low risk proposition. This seems surprising given the nature of the activity and that human lives are at stake. Explain why this has such high rewards and why the risks are so relatively low. Why do you suppose international law enforcement agencies are so lax in enforcing laws against the trafficking of people?

3.   Describe the ways that women and children who are trafficked across borders are exploited in the sex industry. How do the traffickers treat these women and children and why are they allowed to continue this practice? Were you surprised to hear about this practice? What do you think can be done to curtail it?

Reading #43
"The McDonaldization of Society"
George Ritzer

1.   Which of the following is <u>not</u> a feature in a society characterized by rationality?

        a. efficiency
        b. predictability
        c. calculability
        d. logic

2.   Which of the following represents the most efficient way of eating meals in America?

        a. using recipes from cookbooks
        b. obtaining prepackaged and frozen TV dinners
        c. eating out in a fast-food restaurant
        d. feeding large numbers of people at a time

3.   Which of the following is an example of the predictability of fast-food restaurants?

        a. the limitations of the menu
        b. the use of similar raw materials
        c. the similarity of the ambience
        d. all of the above

4.   Which of the following is <u>not</u> cited by Ritzer as an example of the increasing predictability in the leisure-time industry?

        a. the rising of the sun in beach communities
        b. the similarity of the experiences on packaged tours
        c. the employees at amusement parks
        d. organized campgrounds in the wild

5.   Ritzer states that the computer in modern society can give the illusion of personal attention in a world that has been made increasingly impersonal. Which of the following is an example of this phenomenon cited by Ritzer?

        a. computers can de designed for the individual needs of the buyer
        b. mass mailing lists can send form letters that appear to be personal
        c. hamburgers at McDonald's can be cooked "your way"
        d. the telephone bill is mailed directly to the customer

6.   Which of the following is an example of the triumph of quantity over quality in the area of education?

        a. the increasing reliance on grade point average as a means for assessing students

b. the increasing reliance on standardized test scores to assess a candidate's abilities
c. the increasing reliance on judging professors solely on the basis of student opinion polls
d. all of the above

7.   Which of the following is cited by Ritzer as an example of the robotic nature of the work done by McDonald's employees?

a. they speak with a mechanical voice
b. their parts need increasing maintenance
c. cash registers have the prices of each item programmed into them
d. the parking lots are swept by broom

8.   In the fast-food industry, Ritzer says that the absence of waiters and waitresses, the limited seating, and the drive-through windows are designed for which of the following?

a. efficiency of the sale
b. predictability of the servings
c. calculability of products
d. control over uncertainty

9.   Which of the following is <u>not</u> a problem of rationality that worries Ritzer?

a. the dehumanization of people
b. disenchantment in taking the mystery out of life
c. the greater productivity of the work force
d. the bleakness and blandness of an overly rational society

10.   What is meant by the "irrationality of rationality?"

a. the world is essentially absurd and without meaning.
b. this is a phrase used to discuss the negative effects of rationalization.
c. rational systems get so convoluted that they lose themselves in internal logic.
d. people are by nature irrational, so it is impossible for social scientists to make sense of their behavior.

ESSAYS

1.   Discuss the ways that Ritzer feels our society has become more rationalized in recent decades. What does he see as the eventual outcome of this increasing rationalization? Is it a good thing or a bad thing?

2.   Discuss the concept of the "irrationality of rationality." What does it mean? What are some of the problems that arise in a society that is characterized by this phenomenon? Is there anything we can do to stem the tide?

3.   Why does Ritzer use the term "McDonaldization" as the metaphor for the thesis he is

presenting? What is it about this fast-food restaurant chain that so dramatically illustrates trends in global society? How does McDonald's use the concepts of rationalization that Ritzer outlines?

Reading #44
"Bowling Alone"
Robert D. Putnam

1.   Citing the French author, Alexis de Tocqueville, Robert Putnam, author of "Bowling
        Alone," says that Americans had a great "propensity for civic association." What does this
        phrase mean?

        **a. that Americans participated in a larger number of different groups in many spheres
        of society than citizens in other countries**
        b. that Americans were more polite and mannered than citizens of other countries
        c. that Americans had a greater involvement in government than citizens in other countries
        d. that Americans were more individualistic than citizens in other countries

2.   Putnam states that _____ are critical for the success of group life in society.

        a. early childhood socialization
        b. social bonds
        c. educational goals
        d. sports

3.   Putnam conducted his own study of governments in various regions of Italy. He found that
        their levels of effectiveness varied dramatically. Which of the following was not a sign of a
        more effective government?

        a. voter turnout
        b. newspaper readership
        c. totalitarian leadership
        d. the presence of football clubs

4.   What does the term "social capital" mean?

        a. the amount of money that a society is willing to spend on leisure pursuits
        b. the tools and training that enhance society's productivity
        c. the amount of leeway that individuals are willing to give each other in society
        **d. the features of an organization that facilitate cooperation for the mutual benefit of
        society**

5.   Over the last several decades, voter turnout at all levels of politics has
        _____.

        a. fallen dramatically
        b. risen dramatically
        c. stayed remarkably the same
        d. never been studied by social scientists

6.   Which type of organization are women <u>most</u> likely to join?

       a. school-service (parent-teacher) organizations
       b. church-affiliated organizations
       c. athletic teams
       d. book clubs

7.   In terms of membership in civic organizations, which of the following statements is most accurate?

       a. while membership in all forms of volunteer organizations has dropped dramatically, church attendance has risen over the last decades.
       b. while there has been a drop in religious participation in America, volunteerism in other forms of society has risen.
       c. there has been a steady and continual decline in all forms of civic involvement.
       d. there has been a steady and continual rise in all forms of civic involvement.

8.   Which of the following statement is true of bowling in America?

       a. bowling is a sport in which few Americans participate.
       b. bowling leagues have increased dramatically over the last thirty years.
       c. fewer people bowl than vote in congressional elections.
       d. more people are bowling now than ever before, but fewer are doing so in leagues.

9.   Sociologically, what is the significance of Putnam's conclusions about bowling in America?

       a. Putnam uses bowling to illustrate the declining involvement of Americans in forms of social capital.
       b. Putnam uses bowling to show how Americans are increasingly more involved in sports than ever before.
       c. Putnam uses bowling as a metaphor for life, indicating that if it's "up your alley" you should try it.
       d. Putnam uses bowling to provide evidence that old social institutions should never die.

10.   Why is life easier, according to Putnam, in a community blessed with a substantial amount of social capital?

       a. this indicates the relative wealth and happiness of the society
       b. this indicates a society based on trust, reciprocity, and community
       c. this indicates a society that has greater leisure time
       d. all of the above

ESSAYS

1.   Re-state Putnam's general thesis. In other words, what is the main point of his article? What is he trying to show about trends in American society? Why does this concern him?

2. By Putnam's own admission, his findings about bowling in America are somewhat whimsical (yet discomforting). Despite the seemingly trivial nature of Putnam's findings, what greater forces and indicators do these represent? What is it about bowling alone that is a problem for Putnam?

3. Address the issues of declining social capital. What does this mean? Using illustrations, show three (3) areas in American life (not including bowling) where social capital is declining. What could be the final result of a society that loses its social capital? Why is this so important for society?

Reading #45
"Cyber Communities of Self-Injurers"
Patricia A. Adler and Peter Adler

1.   Which of the following is the definition of self-injury, as used by Adler and Adler in this
        article?

        a. the deliberate, non-suicidal destruction of one's body tissue.
        b. a non-deliberate act that occurs when someone mistakenly cuts their skin.
        c. a deliberately suicidal act that is a call for help to others who might not realize they are in
        trouble.
        d. the piercing of one's skin for no apparent reason.

2.   Before the advent of the Internet, what is the best way to describe the lives of self-injurers?

        a. They had come from stable homes, were in support groups for their psychological
        problems, and people largely understood their issues as representative of typical teenage
        angst.
        **b. They were loner deviants, performing their acts of cutting in privacy, and had no
        one to share their questions and concerns with**.
        c. They had a large network of friends in their schools and extracurricular activities with
        whom they could share their cutting experiences, but they rarely told their parents and
        relatives about it.
        d. Before the advent of the Internet, self-injury did not exist as a social or psychological
        problem.

3.   What was the age range of about half of the people studied by Adler and Adler?

        a. 12-18
        b. 18-24
        c. 25-35
        d. 9-15

4.   Some of the Websites discussed by Adler and Adler were considered to be pro-self-injury.
        Why would people be proponents of this deviant activity?

        a. They were supported by companies, such as medical supplies and knives, that stood to
        gain from people who self-injury.
        b. They were supported by a group of therapists who specialized in self-injury and thought
        that they could help these people while also opening up their practice to many more clients.
        **c. They saw self-injury as a voluntary lifestyle choice and a long-term coping
        mechanism**.
        d. They were anarchists and nihilists who saw society as a corrupt place and self-injury as a
        way to rebel against the norms of their parents and teachers.

5.   It has been suggested that for self-injurers who seek out a liked-minded community on the

Internet there are advantages that they seek from this community. Which of the following was NOT discussed by Adler and Adler?

a. They were seeking and more likely to get self-acceptance.
b. They experienced decreased estrangement from society.
c. They experienced decreased social isolation.
d. They were trolling for members of the other gender who might turn into romantic partners.

6.   In general, self-injurers who join Internet sites can be said to

a. stay on the same site for many years, corresponding with the same people.
b. be very transient, moving back and forth through several sites until they find the one that suits them the best.
c. stay away from Internet sites as long as possible, until it becomes imperative that they find support for what they do.
d. only join those sites where they have friends and associates who also belong.

7.   Generally, when self-injurers found stability and joy in their lives, what did they do in terms of the Internet sites to which they belonged?

a. They stayed on them and helped others in support of trying to get them to desist from self-injurious behavior.
b. They switched to different sites, anti-self-injury ones, that preached the problems and concerns of self-injurers.
c. They mostly left the self-injury cyber community feeling as if they no longer needed it for support.
d. They stayed on the same sites and pretended to still be self-injuring so that members of the community would still accept them.

8.   In an increasingly globalized and massified world, what do cyber communities offer people that have become more and more difficult to find?

a. a sense of community
b. a sense of belongingness
c. a sense of identity
d. all of the above

9.   Adler and Adler suggest that cyber communities represent a sense of *Gemeinschaft* within a *Gesellschaft* world. What does this mean?

a. There is a greater sense of culture, customs, and manners on the Internet than in real-life situations, a surprising finding about community in America.
b. Cyber communities provide people with a sense of community and belongingness in what is otherwise an abstract, alienating, and anonymous world.
c. Previously, we had houses of worships, neighborhoods, and family that kept us together,

but today there are no substitutes for these moribund institutions.
d. The Germans have been leaders in Internet technology, and with the advances they have made in the last decade, the Internet has become a democratized tool available to almost everyone.

10.   How did the Adlers get in contact with the self-injurers they studied?

a. They conducted in-depth interviews in person and on the phone.
b. They subscribed to and analyzed the postings of self-injurers on various websites.
c. They recruited people to their study through websites and allowed interested parties to contact them.
d. All of the above.

ESSAYS

1.   In the article by Putnam that precedes this one, he argues that gradually Americans have lost their sense of community and civic involvement. How does the research on cyber communities you have read about prove that Putnam may be misled in his worries? What do cyber communities provide that Putnam worried was lacking in society? Do you see this as a good or bad trend? Why?

2.   Is the Internet a community? Does it meet the standards of what we traditionally have thought of as community and does it serve the function of bringing people together and raising their mechanical solidarity? Or, is the Internet an alienating form of communication that only keeps people apart and does not allow traditional senses of community to develop? Please argue your point with relevant examples.

3.   Why do deviant groups such as self-injurers seek out supportive communities on the Internet? How do they find these communities? What is the nature of these communities? How do people identify with this community? Do you think that Internet websites for deviant groups is a good or bad thing? Why or why not?

Reading #46
"Sociology and Social Change: Creating a More Just and Sustainable World"
Brett Johnson, Ross Haenfler, and Ellis Jones

Due to the nature of the material in this article, we do no think that it is appropriate for multiple-choice or essay questions. It is meant to be used as an adjunct or a supplement to other readings, perhaps answering students' questions about the relevance, applicability, practicality, and utility of sociology. We suggest that you use this reading as a springboard for a discussion to end your class, not as a reading that students need to know for "testing" purposes. Thank you for your understanding.