



TEST BANK TO ACCOMPANY VANDER ZANDEN'S

The Social Experience

AN INTRODUCTION TO SOCIOLOGY

SECOND EDITION

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TO ACCOMPANY
JAMES W. VANDER ZANDEN
The Social Experience

AN INTRODUCTION TO SOCIOLOGY
SECOND EDITION

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Vander Zanden's: THE SOCIAL EXPERIENCE
AN INTRODUCTION TO SOCIOLOGY
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THE SOCIAL EXPERIENCE
AN INTRODUCTION TO SOCIOLOGY
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TO THE INSTRUCTOR

This Test Bank consists of multiple-choice questions designed to test students' comprehension of materials presented in *THE SOCIAL EXPERIENCE*, Second Edition, by James W. Vander Zanden. The file contains 1,725 questions: 75 questions for each of the text's 23 chapters.

Three features have been adopted for this Test Bank to facilitate its use by a wide variety of instructors with differing requirements in terms of the format and content of their "ideal" test bank:

1. Each multiple-choice test item has been categorized according to **chapter topic** (in most cases, a major chapter heading) and **item type** (either factual or conceptual). The chapter topic appears above each group of multiple-choice test items in the bank, and the designation of item type--Fact or Concept--is found in the margin to the right of each multiple-choice question. "Fact" questions are those derived essentially from the text's own wording. They include items that test definitions of terms, names of important theorists, and the like. "Concept" questions generally appear in "minicase" form. A brief illustration or example is presented, and students must choose from among the four alternatives the term or concept best illustrated by this example. Some of these conceptual questions are quite demanding; you may wish to screen them before incorporating them into a test to be sure they match the level of understanding you expect from your students. Approximately four factual questions are presented for every conceptual question (but again, you may skew your exams toward or away from an applied emphasis simply by choosing a larger or smaller number of conceptual items).
2. Most of the test items have been **grouped in threes**. This means that, for every original question in the Test Bank, you will find two similar questions that test a particular chapter topic in a related way. The presence of test item triplets throughout the file allows you to construct similar, but different, examinations for use in different class sections, in alternating terms or years, or in an individualized (PSI) course, wherein students are given more than one opportunity to demonstrate their mastery of the chapter. Note, by the way, that many important chapter topics, concepts, and studies have more than one triplet group designed to test that topic. Because questions are arranged sequentially for each chapter in the text (from beginning to end, topic by topic, for each chapter), you can easily prepare examinations that emphasize or deemphasize certain chapter topics that you have chosen to emphasize or deemphasize in class. More items are offered for any given chapter topic than any user of the Test Bank would actually need for a single examination.
3. In addition to the correct answers, the marginal answer keys include, for each test question, the **number of the text page** on which the answer appears or (in the case of conceptual questions) the number of the text page on which the relevant concept is discussed. This

feature allows you or your students to look up any answer that you or they feel is open to discussion.

4. The complete Test Bank is also available on disk for instructors who prefer to generate tests via computer. This computerized testing program (called "RHTest") is available for use on either IBM and IBM-compatible or Apple IIe/IIc machines. RHTest lets users effortlessly access a broad range of test-making functions. It provides unique flexibility by including both a "QuickTest" mode, which enables users to create and print a test quickly and easily, and a "Full Features" mode, which gives users access to the more advanced features of the program, including test-item scrambling, multiple test forms, test-question editing and addition, selection of items by criteria (objectives, etc.), merger of items from several chapters, and graphic printing. A free demonstration disk, along with data disks containing items from the Vander Zanden Test Bank, is available for examination.

For more information about RHTest or about any of the other Vander Zanden supplements, please contact your local McGraw-Hill sales representative.

We sincerely hope you find the range, quality, and format of test items in this bank to be as superior as we intended them to be. Please let us know how we can make the Test Bank even more valuable to you in your course.

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CHAPTER 1

SOCIOLOGY: ILLUMINATING THE SOCIAL EXPERIENCE

INTRODUCTION

- | | | |
|-----|---|----------------------|
| 1-1 | According to Erving Goffman, when one gets onto an elevator with others, it is customary to give the other riders a quick glance to size them up and to assure them that you pose no threat. After that glance, one normally performs a:
a. "movement toward the front."
b. "3-second stare."
c. "dimming of the lights."
d. "cold shoulder." | Concept
c
p. 3 |
| 1-2 | When a male gives a fellow male a 3-seconds-plus stare, he is likely to encounter:
a. hostile feelings.
b. friendly feelings.
c. curiosity.
d. fear. | Fact
a
p. 3 |
| 1-3 | According to your text, humans are <u>best</u> characterized as ____ creatures.
a. methodical
b. social
c. anthropological
d. political | Fact
b
p. 4 |
-

A SOCIOLOGICAL CONSCIOUSNESS

- | | | |
|-----|---|----------------------|
| 1-4 | Sociology is defined as the scientific study of:
a. the mind.
b. individuals.
c. society.
d. interpersonal pathology. | Fact
c
p. 4 |
| 1-5 | The challenge of sociology is to go beyond ____ and peer behind the masks people and organizations wear.
a. appearances
b. research | Concept
a
p. 5 |

- c. culture
d. science
- 1-6 _____ enables us to discern the unquestioned assumptions and expectations that obscure institutional life and to identify their social underpinnings. Fact
d
p. 6
- a. Social action
b. Social fact
c. The sociological challenge
d. The sociological perspective
-
- 1-7 Why did the black streetcorner men in Liebow's study (discussed in your text) refuse to accept offers of employment from the white truck drivers? Concept
b
p. 6
- a. They were lazy.
b. Most had jobs.
c. Most collected unemployment compensation.
d. They did not trust whites.
- 1-8 How did the white truck driver in Liebow's study (discussed in your text) perceive the black streetcorner men who refused their offers of work? Concept
a
p. 5
- a. as lazy and irresponsible
b. as too tired to work
c. as too drunk to work
d. as lacking in trust
- 1-9 According to Liebow's study (discussed in your text), black streetcorner men and middle-class men do not differ so much in their attitudes toward the future as they do in the different: Fact
d
p. 6
- a. class conflicts in which they engage.
b. attitudes they hold toward the work ethic.
c. lifestyles they want to live.
d. futures they anticipate.
-
- 1-10 By understanding our society in a larger social and historical context, rather than in the much narrower context of the daily life we live, we can gain more insight into ourselves. C. Wright Mills called this: Concept
c
p. 7
- a. the broader view of sociology.
b. value-free sociology.
c. the sociological imagination.
d. social dynamics.
- 1-11 According to C. Wright Mills, a liberating tool that may be used to penetrate our social world and identify the links between our own lives and the larger social forces is the: Concept
a
p. 9
- a. sociological imagination.
b. social experience.
c. social stethoscope.
d. Verstehen.

- 1-12 According to C. Wright Mills a better understanding of social processes, via the _____, could lead to better social policies. Concept
b
p. 9
a. microsociological perspective
b. sociological imagination
c. social stethoscope
d. sociological process
-
- 1-13 John Viscount Morley stated, "It is not enough to want to do good. One must do it the right way." In other words, knowledge must inform: Concept
b
p. 9
a. people.
b. action.
c. development.
d. society.
- 1-14 According to the text, people are most likely to go into sociology as a career in order to: Fact
d
p. 9
a. do research.
b. prepare for entering politics.
c. make money.
d. improve the world.
- 1-15 According to the text, social science, even when it is conducted in the purest spirit, often becomes a kind of: Fact
a
p. 9
a. social criticism.
b. propaganda tool.
c. subjective judgment.
d. statistical jungle.
-
- 1-16 Through its emphasis on _____ and _____, sociology enables us to be systematic in collecting information that has a bearing on difficult questions associated with various social practices and choices. Fact
c
p. 9
a. information; statistics
b. statistics; scales
c. observation; measurement
d. history; culture
- 1-17 Many government health, welfare, housing, and education programs depend on _____ developed by sociologists. Fact
b
p. 9
a. observational techniques
b. statistical techniques
c. dialectical methodology
d. mechanical solidarity
- 1-18 Knowledge can contribute to the improvement of the human condition only if it is: Concept
d
p. 9
a. complete.
b. verifiable.
c. widespread.
d. used.
-

- 1-19 When we look at behavior close up and see what happens as people interact on a face-to-face basis, we are engaging in:
 a. social dynamics.
 b. social psychology.
 c. psychology.
 d. microsociology. Fact
 d
 p. 11
- 1-20 Studying which of the following is the best example of microsociology?
 a. an office birthday party
 b. intergroup rivalries
 c. institutional restraints
 d. modernization in Africa Concept
 a
 p. 11
- 1-21 If you were studying several teenagers playing basketball on a ghetto playground, you would be involved in the _____ level of sociology.
 a. psychodynamic
 b. microsociological
 c. cross-cultural
 d. macrosociological Concept
 b
 p. 11
-
- 1-22 Many people who have not studied sociology argue that it is "just common sense." However, the problem with common-sense explanations is that they:
 a. are seldom correct.
 b. do not really explain the facts.
 c. come before we know all the facts.
 d. come after we know all the facts. Fact
 d
 p. 11
- 1-23 About _____ of poor families in the United States received public assistance payments in recent years.
 a. one-tenth
 b. one-third
 c. one-half
 d. two-thirds Fact
 b
 p. 11
- 1-24 The massive bombing of Germany and Japan (before the atomic bombs were dropped) during World War II led to:
 a. social disintegration.
 b. panic.
 c. social disruption.
 d. increased morale. Fact
 d
 p. 11

THE DEVELOPMENT OF SOCIOLOGY

- 1-25 Who is commonly credited with being the founder of sociology?
 a. Karl Marx
 b. Herbert Spencer
 c. Auguste Comte
 d. Charles Darwin Fact
 c
 p. 13

- 1-26 The main focus of Auguste Comte's work was: Fact
 a. the improvement of society. a
 b. the establishment of a more humane social order. p. 13
 c. the superstructure of society.
 d. the study of social action.
- 1-27 The term _____ involves those aspects of social life that have Concept
 to do with order and stability and that allow societies to b
 hold together and endure. p. 13
 a. organic solidarity
 b. social statics
 c. social dynamics
 d. social stability
-
- 1-28 Psychology emphasizes what occurs _____ people, and sociology Fact
 focuses on what occurs _____ people. d
 a. to, for p. 14
 b. between, within
 c. among, within
 d. within, among
- 1-29 The field that arose primarily as a response to a practical Fact
 concern with such matters as trade, taxation, pricing, manu- b
 facturing, and financing was: p. 14
 a. banking.
 b. economics.
 c. sociology.
 d. political science.
- 1-30 The field that developed in this country in part from the Fact
 theories of Plato, Machiavelli, Rousseau, and Marx was: a
 a. political science. p. 14
 b. sociology.
 c. psychology.
 d. economics.
-
- 1-31 Sociology is most closely related to: Fact
 a. general anthropology. c
 b. psychological anthropology. p. 14
 c. social anthropology.
 d. physical anthropology.
- 1-32 Anthropologists have traditionally studied: Fact
 a. complex groups. d
 b. literate groups. p. 14
 c. contemporary groups.
 d. preliterate groups.
- 1-33 According to the text, the major difference between social Fact
 anthropology and sociology today lies in: b
 a. their use of observation techniques. p. 14
 b. the routes by which they have come to their current
 interests.

	c. their use of the scientific method of study.	
	d. whom they study.	
<hr/>		
1-34	The term _____ refers to those aspects of social life that have to do with social change and institutional development.	Concept d p. 13
	a. social forces	
	b. social movement	
	c. mechanical solidarity	
	d. social dynamics	
1-35	Which of the following individuals saw society in terms of its structures and the functional contributions these structures make to the advancement and survival of society?	Fact a p. 16
	a. Herbert Spencer	
	b. Auguste Comte	
	c. Karl Marx	
	d. Charles Darwin	
1-36	Which of Spencer's ideas were used extensively in England and the United States to justify unrestrained capitalism?	Fact c p. 16
	a. structural functionalism	
	b. social statics	
	c. Social Darwinism	
	d. social dynamics	
<hr/>		
1-37	Spencer's theory that human beings and their institutions, like plants and animals, should be allowed to progress without any government interference and would, then, progressively adapt themselves to the surrounding environment and reach higher levels of historical development is called:	Fact b p. 16
	a. social adaptation.	
	b. Social Darwinism.	
	c. sensory adaptation.	
	d. social reaction.	
1-38	Social Darwinism, which applies the concept of "survival of the fittest" to the social world, is attributed to:	Fact d p. 16
	a. Charles Darwin.	
	b. Auguste Comte.	
	c. Karl Marx.	
	d. Herbert Spencer.	
1-39	Spencer believed that the ideas we hold about ourselves and the universe are shaped principally by:	Fact a p. 16
	a. the social age in which we live.	
	b. biological factors outside of social control.	
	c. laissez-faire capitalism.	
	d. class conflict and consensus.	
<hr/>		
1-40	Karl Marx's influence on sociology is demonstrated by the fact that some sociologists:	Concept d p. 16
	a. built their new theories on his basic theory.	
	b. developed communistic tendencies in the 1960s.	

- c. used his methods of deductive reasoning.
d. fashioned their work specifically against his theory.
- 1-41 Karl Marx considered himself a:
a. sociologist.
b. political activist.
c. psychologist.
d. philosopher. Fact
b
p. 16
- 1-42 According to the text, Karl Marx viewed science as a vehicle for understanding society and as a:
a. means to promote communism.
b. way to transform society.
c. way to understand individual workers.
d. way to institute labor unions. Concept
b
p. 16
-
- 1-43 In the view of Karl Marx, social relations during any period of history depend on who controls the:
a. primary mode of economic production.
b. government agencies and courts.
c. mass media.
d. religious institutions of society. Concept
a
p. 17
- 1-44 Marx's view of societies advancing through a series of stages (dialectical materialism) led him to believe that socialism would be replaced by:
a. capitalism.
b. class conflicts.
c. communism.
d. superstructures. Concept
c
p. 17
- 1-45 Marx maintained that members of the oppressed working class owned nothing except their:
a. name.
b. home.
c. job.
d. labor. Fact
d
p. 17
-
- 1-46 Emile Durkheim was most interested in:
a. historical forces that impel social change.
b. how societies hold together and endure.
c. behavior that involves the intervention of thought processes.
d. advocating social reform. Fact
b
p. 18
- 1-47 According to Durkheim, early societies had simple social structures and very little division of labor. Therefore, everyone had the same tasks and experienced much the same social world. He called the sense of oneness derived from this situation:
a. mechanical solidarity.
b. organic solidarity. Fact
a
p. 20

- c. mental solidarity.
d. organized solidarity.
- 1-48 Modern societies are characterized by complex social and employment arrangements. Durkheim called the sense of oneness derived from our dependence on one another: Fact
b
p. 20
a. mechanical solidarity.
b. organic solidarity.
c. mental solidarity.
d. organized solidarity.
-
- 1-49 Durkheim believed that we experience _____ as external to ourselves. Fact
c
p. 19
a. scientific reality
b. ourselves
c. social facts
d. the superstructure
- 1-50 The aspects of social life that cannot be explained in terms of the biological or mental characteristics of the individual are called: Fact
d
p. 19
a. social statics.
b. the superstructure.
c. social dynamics.
d. social facts.
- 1-51 According to Durkheim, social _____ serve(s) to constrain our behavior. Concept
a
p. 19
a. facts
b. reality
c. consciousness
d. dynamics
-
- 1-52 According to Durkheim, a _____ is necessary to save people from social chaos. Fact
c
p. 19
a. value-free sociology
b. large police force
c. strong moral order
d. strong government
- 1-53 In The Division of Labor in Society, Durkheim examined: Fact
b
p. 20
a. labor laws.
b. social solidarity.
c. social chaos.
d. chemical compounds.
-
- 1-54 In the Amish communities typically found in Pennsylvania, Ohio, and Indiana, group members are almost entirely isolated from the mainstream society. They have a relatively simple social structure in which each member performs tasks necessary for the survival of the society. Their sense of community and social solidarity are derived directly from these similarities and their shared experience of the social world. Durkheim Concept
a
p. 20

would argue that the Amish are integrated on the basis of:

- a. mechanical solidarity.
- b. organic solidarity.
- c. social facts.
- d. economics.

-
- | | | |
|-------|---|-----------------------|
| 1-55 | Max Weber believed that it is not enough to study human behavior but that sociologists must also consider intentions, values, beliefs, and attitudes that underlie human behavior. He called this the study of:
a. the belief system.
b. human intentions.
c. social action.
d. the sociological imagination. | Fact
c
p. 20 |
| <hr/> | | |
| 1-56 | A method used by sociologists who imagine themselves in the shoes of another person, thus identifying what that person thinks and feels, is called:
a. Verstehen.
b. uniqueness.
c. role playing.
d. organic solidarity. | Concept
a
p. 20 |
| 1-57 | Unlike Marx, Weber insisted that sociology must be:
a. morally biased.
b. a class weapon.
c. politically biased.
d. value-free. | Fact
d
p. 21 |
| <hr/> | | |
| 1-58 | Weber devised a tool that enables the sociologist to generalize and simplify data by ignoring minor differences in order to emphasize major similarities. This concept is called the:
a. scale of individual differences.
b. ideal type.
c. Verstehen.
d. Weber concept. | Fact
b
p. 20 |
| 1-59 | According to Weber, when investigators of human behavior are not limited to such objective criteria as weight and temperature, they can examine the meanings that humans bring to their actions. He called this approach:
a. objectivity.
b. subjectivity.
c. Verstehen.
d. the scientific method. | Fact
c
p. 20 |
| 1-60 | In describing his approach to learning about the definitions we attach to our actions, Weber used the word:
a. attribution.
b. Verstehen.
c. dialectic.
d. cognition. | Fact
b
p. 20 |

1-61	Max Weber examined the connection between capitalism and:	Concept
	a. the Protestant ethic.	a
	b. dialectical materialism.	p. 21
	c. government policy.	
	d. tax law.	
1-62	_____ is the pursuit of scientifically verifiable knowledge.	Fact
	a. Objectivity	a
	b. Sociology	p. 21
	c. Psychology	
	d. Neutrality	
1-63	The term _____ implies that a person does not take sides on an issue.	Fact
	a. microsociology	d
	b. Verstehen	p. 21
	c. objectivity	
	d. neutrality	
1-64	Two factors that led to the growth of sociology in the United States were:	Concept
	a. industrialization and World War I.	b
	b. industrialization and immigration.	p. 21
	c. immigration and World War I.	
	d. laissez-faire capitalism and the abuse of workers.	
1-65	Lester F. Ward was an advocate of:	Fact
	a. value-free sociology.	c
	b. neutrality.	p. 21
	c. social reform.	
	d. organic solidarity.	
1-66	The founder of the NAACP and leader of the annual Atlanta University conference on Negro Problems (1896-1914), which produced the first real sociological research on the South, was:	Fact
	a. Lester F. Ward.	d
	b. William Graham Sumner.	p. 21
	c. Paul L. Lazarfeld.	
	d. W. E. B. DuBois.	
1-67	The first American department of sociology was established in 1892 at:	Fact
	a. the University of California at Berkeley.	b
	b. the University of Chicago.	p. 22
	c. New York University.	
	d. Columbia University.	
1-68	In the early days of sociological research at the University of Chicago, _____ was viewed as a "social laboratory" and was subjected to intense and systematic study.	Fact
	a. the American political system	c
		p. 22

- b. the inner-city ghetto
 - c. the city of Chicago
 - d. marriage
- 1-69 From the mid-1940s until the mid-1960s, the leaders of American sociology insisted that the discipline concern itself strictly with the: Concept
a
p. 24
- a. enlargement of sociological knowledge.
 - b. social problems of the age.
 - c. application of subjective data to social ills.
 - d. civil rights movement.
-
- 1-70 The revolution by students at the Berkeley Campus of the University of California in the fall of 1964 focused the attention of all college students on the issue of: Fact
d
p. 24
- a. women's rights.
 - b. education grants.
 - c. grading policies.
 - d. student power.
- 1-71 The "new breed" sociologists of the 1960s and early 1970s believed that traditional sociology promoted the interests of: Fact
c
p. 24
- a. scientists.
 - b. humanists.
 - c. established authority.
 - d. reactionaries.
- 1-72 The influence of the "new breed" of sociologists in the 1960s and early 1970s led to new directions in theory and research. It also led to the respectability of _____ sociology. Fact
a
p. 24
- a. critical
 - b. humanistic
 - c. scientific
 - d. value-free
-
- 1-73 In her publication The Game of Disarmament, the Swedish sociologist and Nobel and Einstein Prize winner Alva Myrdal contended that the Soviet Union and the United States were engaged in what she called: Concept
d
p. 22
- a. disarmament dialogue.
 - b. the cold-war shoot-out.
 - c. sophisticated name-calling.
 - d. occupational therapy.
- 1-74 According to Hedley and Adams, most students with bachelor degrees in sociology find employment in: Fact
c
p. 23
- a. business.
 - b. education.
 - c. social services.
 - d. private practice.