

## Chapter 1: Introduction

### Test Bank

#### Multiple Choice

1. Theory helps us make sense of social life by \_\_\_\_\_.

- A. connecting assorted observations and facts
- B. creating a universal explanation for human behavior
- C. eliminating assumptions we make about the world
- D. being objective and value-free

Ans: A

2. According to the authors, facts make sense because \_\_\_\_\_.

- A. they are scientifically proven
- B. they are based on shared interpretations
- C. they are universally accepted
- D. they are in the rational, collective quadrant

Ans: B

3. According to the authors, why is it important to read original sociological writings?

- A. Early sociologists wrote for a public audience and are easier to understand.
- B. Students will better understand why early theorists' ideas have been disproven.
- C. Students need to grapple with theorists' complex ideas.
- D. Learning theory should be difficult and challenging.

Ans: C

4. Which of the following is true of scientific theories?

- A. They cannot be applied to social life.
- B. They rarely explain phenomena accurately.
- C. They allow researchers to generate testable hypotheses.
- D. They contain only dependent variables.

Ans: C

5. Compared to theories in the natural sciences, sociological theory is more likely to be concerned with \_\_\_\_\_.

- A. creating a more equal world
- B. developing a universal theory of action
- C. being unbiased
- D. stating precise propositions

Ans: A

6. Much of the thinking that would later shape the development of sociology began during \_\_\_\_\_.

- A. the Industrial Revolution
- B. the French Revolution
- C. the Enlightenment
- D. the Fall of Rome

Ans: C

7. The Catholic Church found many scientific ideas to \_\_\_\_\_.

- A. support the existence of God
- B. be true
- C. reflect a literal understanding of the Bible
- D. be heretical

Ans: D

8. Which of the following characterizes the Enlightenment era?

- A. education
- B. industry
- C. reason
- D. religion

Ans: C

9. Who coined the term “sociology?”

- A. Émile Durkheim
- B. Karl Marx
- C. Max Weber
- D. Auguste Comte

Ans: D

10. Whose writing was most directly informed by the economic consequences of the Industrial Revolution?

- A. Emile Durkheim
- B. Karl Marx

C. Max Weber

D. Auguste Comte

Ans: B

11. What social change was a primary contributor to the rise of capitalism?

A. the Enlightenment Era

B. the American Revolution

C. the Age of Reason

D. the Industrial Revolution

Ans: D

12. Which of the following individuals is a prominent counter-Enlightenment thinker?

A. Copernicus

B. Hobbes

C. Rousseau

D. Galileo

Ans: C

13. What are the two major questions with which theorists continuously grapple?

A. solidarity and isolation

B. order and action

C. power and submission

D. cognition and emotion

Ans: B

14. Which concept refers to the patterned nature of social life?

- A. action
- B. order
- C. nonrational
- D. rational

Ans: B

15. A(n) \_\_\_\_\_ perspective argues that society shapes the behaviors of everyday people.

- A. individualist
- B. nonrational
- C. collectivist
- D. rational

Ans: C

16. Which of the following would be located in the “nonrational” pole of the authors’ metatheoretical framework?

- A. macro-level forces
- B. subjective ideals and emotions
- C. analysis of costs and benefits
- D. patterns of everyday interactions

Ans: B

17. Someone who relies on external forces over internal factors would best be characterized as \_\_\_\_\_.

- A. individualist

- B. rational
- C. collectivist
- D. nonrational

Ans: B

18. According to the authors' metatheoretical framework, acting based on norms and values would be categorized as \_\_\_\_\_.

- A. rational
- B. collective
- C. nonrational
- D. individual

Ans: C

19. According to the authors' metatheoretical framework, using everyday behaviors to disrupt patterns of life would be categorized as \_\_\_\_\_.

- A. rational
- B. collective
- C. nonrational
- D. individual

Ans: D

20. According to Kant, what shapes moral obligations and gives rise to moral behavior?

- A. religion
- B. reason
- C. the social contract

D. secularization

Ans: B

21. Which of the following is true of the authors' metatheoretical framework?

A. It mirrors reality.

B. It helps compare and contrast theorists.

C. Theorists are defined by one quadrant only.

D. Theorists use it to inform their thinking.

Ans: B

22. What quadrant would someone be in if they said they stop at red lights out of habit and because one should follow the law?

A. collective nonrational

B. individual rational

C. collective rational

D. individual nonrational

Ans: A

23. If someone uses opioids because they are experiencing emotional distress, they are in which quadrant?

A. collective nonrational

B. individual rational

C. collective rational

D. individual nonrational

Ans: D

24. What is at the heart of Hobbes's "social contract?"

- A. People give up their liberty for increased security.
- B. People challenge the government to maintain their liberty.
- C. People give up their wants to help others.
- D. People are inherently good, so they do not need government.

Ans: A

25. According to the authors, why do we need to understand the historical context in which sociologists write?

- A. We can observe how sociological interests have remained similar across time.
- B. We can understand how major social changes shape what sociologists focus on.
- C. We need to know if sociologists were conducting scientific research.
- D. We need to identify who sponsored their work.

Ans: B

### **True/False**

1. Sociologists are primarily concerned with objectivity.

Ans: F

2. We use theories in our daily life as we try to understand the world around us.

Ans: T

3. Theory can be defined as a system of generalized statements or propositions about phenomena.



Ans: T

4. Sociologists often want to work toward a more just or equitable social order.

Ans: T

5. One problem with secondary texts is that the authors revise the original text.

Ans: T

6. Enlightenment thinkers tried to disprove the existence of God.

Ans: F

7. The family played a more prominent role in society after the Industrial Revolution.

Ans: F

8. Enlightenment thinkers perpetuated racial hierarchies through scientific racism.

Ans: T

9. Sociology reflects Enlightenment ideas while rejecting counter-Enlightenment ideas.

Ans: F

10. Rousseau emphasized that reason rather than traditions helped stabilize society.

Ans: F

11. Thinkers like Confucius and Aristotle are generally seen as early sociologists.

Ans: F

12. Struggles between Parliament and the kings were about religion, not politics.

Ans: F

13. Robespierre was a central figure in the Enlightenment.

Ans: F

14. Hobbes argued that a society will survive only when the central government has absolute authority.

Ans: T

15. Locke believed that people should be able to choose their government.

Ans: T

16. Mary Wollstonecraft is most famous for her challenges to scientific racism.

Ans: F

17. Marx, Weber, and Durkheim became seen as core sociological theorists around the 1950s.

Ans: T

18. Hobbes first advanced the idea that all people are naturally equal.

Ans: T

19. The Industrial Revolution generally improved the lives of workers.

Ans: F

20. The Industrial Revolution prompted many people to move to cities.

Ans: T

21. Most philosophers have grappled with the question of individualism versus collectivism.

Ans: F

22. Collectivism focuses on how society shapes individuals.

Ans: T

23. Theorists usually use terms like “rational” and “nonrational” in their work.

Ans: F

24. Waiting out of habit for the crosswalk sign on a deserted street would be considered nonrational.

Ans: T

25. Focusing on the role of Big Pharma in the opioid epidemic generally reflects a collective perspective.

Ans: T

## **Essay**

1. Define theory, and explain how theories are used in science.

Ans: Theory is a system of generalized statements or propositions about phenomena. They help make explicit the preexisting assumptions that we are making when we interpret facts. Further, they help scientists generate hypotheses that they can then test.

2. Compare and contrast sociological theories with theories from the natural sciences.

Ans: First, sociological theories tend to be more evaluative and critical than theories in the natural sciences. A second difference between sociological theories and those found in other scientific disciplines stems from the nature of their respective subjects. Third, sociological theories rarely try to offer a universal explanation because the social world is dynamic and complex.

3. Why is it important to read primary works?

Ans: Some scholars agree that original works are just too hard to decipher for students, but when students read only secondary textbooks, they are reading someone else's interpretation and simplification of the theories. Reading primary works challenges students to wrestle with core classical sociological theories.

4. Discuss the Enlightenment and its impact on sociology.

Ans: The Enlightenment emphasis on reason was part and parcel of the rise of science: advocating the triumph of reasoned investigation and systematic observation of phenomena over religious faith and commonsense ways of understanding, Enlightenment intellectuals rebuked existing knowledge as fraught with prejudice and tradition. This era facilitated the development of the discipline of sociology and its acceptance in the academic community as a scientific mode of studying society.

5. How did the rise of empiricism contribute to the growth of sociology?

Ans: The rise of science and empiricism during the later Enlightenment years contributed to the emergence of sociology. Early thinkers--such as Auguste Comte--applied scientific methods to society, arguing that society and people could be studied as rigorously and methodically as the biological world. As a result, society and groups could be studied with as much meticulous scientific rigor by sociologists as natural scientists apply to the biological and physical world.

6. Explain the Industrial Revolution's impact on sociology.

Ans: The Industrial Revolution was a period of massive change: People moved to the cities in unprecedented numbers, hourly labor became the norm, and people had to adjust to a new way of life. Early sociologists sought to explain both the causes and the effects of extraordinary social change. In other words, because they had witnessed major changes in their own lifetimes, they became particularly concerned with understanding the factors that lead to revolutionary change and explaining how that change can affect society.

7. Define and explain the question of order.

Ans: The question of order refers to how we explain that our life is highly ordered and patterned. How do we account for the lack of randomness? Order is often taken for granted in society because how we act is deeply embedded in patterns of social life. Theorists tend to take either a collectivist or an individualist approach to understanding order. The collectivist approach assumes that society is acting "down" on people and highly shaping their lives. The individualist approach argues that society itself is primarily reproduced through our interactions with each other.

8. Define and explain the question of action.

Ans: The question of action refers to what motivates people to act. Why do people do the things that they do? Responses to this question tend to be either rational or nonrational. A rational approach argues that people act in a way that will maximize potential rewards while minimizing the potential risks or costs. A nonrational approach says that people act based on emotions, values, traditions, and more.

9. Explain the relationship between religion and science during the Enlightenment.

Ans: Enlightenment thinkers challenged traditional ways of explaining action by focusing on science and reason. Conflict emerged when science began to challenge literal understandings of the Bible, resulting in some conflicts between scientists and religious leaders. However, one should note that Enlightenment thinkers were not atheists (or at least, not openly so) but instead thought that even if God created the universe, that

universe should still be studied rigorously and methodically. Faith and reason were not entirely in conflict, then, from the perspective of the thinkers themselves.

10. How did counter-Enlightenment thinkers respond to Enlightenment ideals?

Ans: The Enlightenment focused primarily on reason and scientific discovery. In response, the counter-Enlightenment focused more on challenging rationality and exploring other explanations for action. These thinkers generally fell toward the nonrational pole, as they sought to understand how people followed norms, looked for themselves, or trusted their instincts. They talked about values like liberty and equality, although they sometimes disagreed about how those would be achieved.

11. In recent years, there has been much attention given to low voter turnout in elections. Using the authors' metatheoretical framework, analyze why people might not vote.

Ans: Students should use rational/nonrational and individual/collective language in their response. For example: one might ask *why* people do not vote. It could be that they figure the effort of going to vote (taking time off work, driving, and parking) is too much of a cost, given that their vote may not matter. This is an individual rational perspective. On the other hand, one could argue that because people are not given the day off work in the United States and have to go in person to vote, there are structural barriers impeding people's ability to vote. This is collective and rational. On the nonrational side, people might not be in the habit of voting, or maybe it was not a norm for their parents.

12. Think about how you use social media (or not) in your daily life. Then, analyze your behaviors using the questions of order and action. How does social media impact your life? Why do you use social media a particular way?

Ans: Students' responses will vary based on their own experiences with and opinions of social media. However, their answers should intentionally and accurately use rational/nonrational and collective/individual axes to talk about their use. For example, they might feel like they have a Twitter or a Snapchat because their friends do and it is a norm, which would be a nonrational approach. Others might say that the benefits of being able to talk to friends on Snapchat outweigh the cost of getting the app or feeling like you have to always be connected, which is a more rational approach. In considering order, students will likely take an individualist perspective, focusing on how people use

social media because they want to be popular or they want to do what everyone is doing, but a collective approach is possible--does a school assignment require people to post on Twitter? Does the cost of paying for texting force people to explore apps like Snapchat or WhatsApp?

13. Explain how to use the authors' metatheoretical framework, and why it is helpful.

Ans: To use the metatheoretical framework, one would consider how a particular theorist answers the question of order (collective or individual) and action (rational or nonrational). Then, one would identify which quadrant that particular theorist mostly falls in, recognizing that no one will ever fit perfectly in just one box or quadrant. This is useful because it allows for easy comparison of theorists; even when they might seem focused on different issues, the framework allows us to take a step back to consider how each theorist approaches these major questions.

14. Explain how Enlightenment thinkers were limited or biased in their thinking.

Ans: Students should explain the scientific racism and sexism embedded in Enlightenment thought. Although these thinkers often talked about equality, they really meant equality among White propertied men. Their work legitimized existing racist rhetoric about alleged differences between racial groups, often viewing White Europeans as intellectually superior to the "savages" of Africa and other places in the world. Women had few jobs available to them and were often viewed--at least among privileged classes--as "ornaments" to be enjoyed by men.

15. Explain how premodern thinkers approached the question of order.

Ans: Early philosophers like Aristotle, Plato, and Confucius tried to understand the different parts that made up a society and how those pieces (like the family and the government) worked together. However, in thinking about how society was ordered, they did not draw on scientific methods; rather, they considered how to create a moral world that would align with their own values. Also, they believed that the structure of society--and people's places in it--was relatively fixed.