

Chapter 1 The Sociological Approach to Social Problems

A. Multiple-Choice

1. As the percentage of the U.S. residents who are over 65 years old increases, the divide between workers who support the old with payroll taxes will have a racial dimension because the elderly will be overwhelmingly _____.

- A) African American
- B) Asian
- C) Latin American
- D) White

Answer: D

Page Reference: 3

Learning Objective:

Topic/A-head: Introduction

Skill Level: Remember the Facts

2. Emergency food requests and people seeking emergency shelter are _____.

- A) increasing
- B) decreasing
- C) staying the same
- D) not currently studied

Answer: A

Page Reference: 4

Learning Objective:

Topic/A-head: Introduction

Skill Level: Remember the Facts

3. The United States, with about 4.5 percent of the world's population, consumes _____ of the world's energy.

- A) one-third
- B) one-fourth
- C) one-half
- D) three-fourths

Answer: B

Page Reference: 4

Learning Objective:

Topic/A-head: Introduction

Skill Level: Remember the Facts

4. Based on the measures used in the text, which of the following is the most accurate?

- A) A greater proportion of the government is run by women in the United States than in Scandinavian countries.
- B) The United States was among the worst countries in the rate of deaths for children under age five.
- C) Japan is the best country in the world in which to be a mother.
- D) Women have it better in the United States than in any other country in the world.

Answer: B

Page Reference: 5

Learning Objective:

Topic/A-head: Introduction

Skill Level: Remember the Facts

5. Almost all the growth in the world's population by 2050 will take place in the _____.

- A) poorest nations
- B) wealthiest nations
- C) United States
- D) European Union

Answer: A

Page Reference: 5

Learning Objective:

Topic/A-head: Introduction

Skill Level: Remember the Facts

6. Half of the people in the world live on less than _____.

- A) \$0.25 a day
- B) \$0.50 a day
- C) \$1 a day
- D) \$2 a day

Answer: D

Page Reference: 5

Learning Objective:

Topic/A-head: Introduction

Skill Level: Remember the Facts

7. The _____ nature of social problems illustrates that social problems vary by time, place, and definition.

- A) economic
- B) objective
- C) political
- D) subjective

Answer: D

Page Reference: 7

Learning Objective: 1.1

Topic/A-head: History of Social Problems Theory

Skill Level: Understand the Concepts

8. In the most recent direction of the study of deviance, _____.

- A) labeling people as abnormal has helped to clarify that they are the source of most social problems
- B) it is understood that social structures contribute to the perpetuation of deviance
- C) it is understood that deviants bring their problems on themselves
- D) labeling is seen as irrelevant in creating and sustaining deviance

Answer: B

Page Reference: 7

Learning Objective: 1.1

Topic/A-head: History of Social Problems Theory

Skill Level: Understand the Concepts

9. The _____ nature of social problems describes societal conditions that harm certain segments of the population.

- A) economic
- B) objective
- C) political
- D) subjective

Answer: B

Page Reference: 8

Learning Objective: 1.2

Topic/A-head: Toward a Definition of Social Problems

Skill Level: Understand the Concepts

10. According to the text, _____ often escape criticism and identification as social problems.

- A) institutions
- B) criminals
- C) the mentally ill
- D) school dropouts

Answer: A

Page Reference: 9

Learning Objective: 1.2

Topic/A-head: Toward a Definition of Social Problems

Skill Level: Apply What You Know

11. Which of the following is a danger associated with relying on public opinion to define social phenomena as social problems?

- A) It may increase focus on intuitions as the source of social problems.
- B) It may divert attention from problems within the existing social order.
- C) It may overlook conditions that are detrimental to the rich.
- D) It may overlook individual responsibility.

Answer: B

Page Reference: 8-9

Learning Objective: 1.2

Topic/A-head: Toward a Definition of Social Problems

Skill Level: Analyze It

12. The nations of Western Europe, Scandinavia, and Canada are able to provide generous social welfare policies for their citizens because they _____.

- A) are monarchies
- B) tax their citizens at a higher rate than the United States

- C) restrict the freedoms of their citizens
- D) are communist nations

Answer: B

Page Reference: 11

Learning Objective: 1.3

Topic/A-head: Types of Social Problems

Skill Level: Remember the Facts

13. As a result of extensive and universal social services, the social welfare states have _____ than the United States.

- A) higher infant mortality rates
- B) lower literacy rates
- C) lower rates of violent crime
- D) higher rates of violent crime

Answer: C

Page Reference: 11

Learning Objective: 1.3

Topic/A-head: Types of Social Problems

Skill Level: Remember the Facts

14. Social welfare states have a(n) _____ life expectancy when compared to the United States.

- A) shorter
- B) longer
- C) identical
- D) nonexistent

Answer: B

Page Reference: 11

Learning Objective: 1.3

Topic/A-head: Types of Social Problems

Skill Level: Remember the Facts

15. Citizens in social welfare states likely have better health outcomes than those in the United States because _____.

- A) they provide more tax-funded social services for their people
- B) they have no unemployment
- C) they have a more competitive system for social services
- D) they access social services through private enterprise, which ensures higher quality

Answer: A

Page Reference: 11

Learning Objective: 1.3

Topic/A-head: Types of Social Problems

Skill Level: Remember the Facts

16. According to the sociological perspective, norm violators are _____.

- A) solely responsible for their actions
- B) universally criticized
- C) the symptoms of social problems, not the cause
- D) guiltless for their actions

Answer: C

Page Reference: 9

Learning Objective: 1.3

Topic/A-head: Types of Social Problems

Skill Level: Understand the Concepts

17. Society-induced conditions that harm any segment of the population, and acts and conditions that violate the norms and values found in society, define _____.

- A) social problems
- B) self-actualization
- C) cultural deprivation
- D) the sociological imagination

Answer: A

Page Reference: 10

Learning Objective: 1.3

Topic/A-head: Types of Social Problems

Skill Level: Understand the Concepts

18. According to the text, the key to understanding social problems is understanding the _____.

- A) opinions of the public
- B) personal experiences of those who violate society's norms
- C) needs of victims of deviant behavior
- D) distribution of power in society

Answer: D

Page Reference: 10

Learning Objective: 1.3

Topic/A-head: Types of Social Problems

Skill Level: Understand the Concepts

19. Institutionalized deviance results in a society in which _____.

- A) all law enforcement is corrupt
- B) there is an extremely high rate of crime
- C) some members are disadvantaged
- D) all members are economically equal

Answer: C

Page Reference: 10

Learning Objective: 1.3

Topic/A-head: Types of Social Problems

Skill Level: Understand the Concepts

20. Sociology is distinct from other disciplines in its approach to understanding norm violations as _____.

- A) defined by the least powerful members of society
- B) culturally defined and socially labeled
- C) an inherent property of deviant individuals
- D) universally agreed upon

Answer: B

Page Reference: 9

Learning Objective: 1.3

Topic/A-head: Types of Social Problems

Skill Level: Apply What You Know

21. Which of the following is an example of institutionalized deviance?

- A) The equal distribution of health care among all members of society
- B) The equal distribution of income among all members of society
- C) The bias against the poor and people of color by police officers
- D) Tax laws that permit a large business to write off purchases

Answer: D

Page Reference: 10

Learning Objective: 1.3

Topic/A-head: Types of Social Problems

Skill Level: Analyze It

22. The idea of the “sociological imagination” was developed by which sociologist?

- A) C. Wright Mills
- B) William Graham Sumner
- C) Karl Marx
- D) Emile Durkheim

Answer: A

Page Reference: 11

Learning Objective: 1.4

Topic/A-head: The Sociological Imagination

Skill Level: Remember the Facts

23. The sociological imagination involves which of the following components?

- A) A focus on your individual point of view
- B) A focus on genetic determinants
- C) A focus on social, economic, and historical circumstances
- D) A focus on individual decision making

Answer: C

Page Reference: 11-12

Learning Objective: 1.4

Topic/A-head: The Sociological Imagination

Skill Level: Understand the Concepts

24. The system-blame approach assumes that social problems results from _____.

- A) psychological conditions
- B) social conditions
- C) religious tradition
- D) institutionalized deviance

Answer: B

Page Reference: 12

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Understand the Concepts

25. The assumption by the members of a group that the culture of some other group is not only inferior, but also deficient, is called _____.

- A) system-blame
- B) person-blame
- C) cultural deprivation
- D) sociological imagination

Answer: C

Page Reference: 12-13

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Understand the Concepts

26. Recidivism is the _____ crime.

- A) reinvolvement in
- B) retribution for
- C) institutionalized deviance of
- D) cultural deprivation of

Answer: A

Page Reference: 13

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Understand the Concepts

27. The belief that the place of people in the stratification system is a function of their ability and effort refers to _____.

- A) self-actualization
- B) social Darwinism
- C) the subjective nature of social problems
- D) the objective nature of social problems

Answer: B

Page Reference: 14

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Understand the Concepts

28. Relying too heavily on a person-blame approach to social problems is a problem because _____.

- A) it legitimizes the right to initiate system-change rather than person-change
- B) societal conditions (such as norms that are racist, sexist, or homophobic) go unchallenged
- C) it directs blame at the system and away from the individuals
- D) it absolves individuals from responsibility for their actions

Answer: B

Page Reference: 14-15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Understand the Concepts

29. According to social Darwinism, disadvantaged members of society _____.

- A) do not have any control over their circumstances
- B) are valuable parts of the community
- C) deserve government welfare
- D) deserve their fate

Answer: D

Page Reference: 14

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Understand the Concepts

30. The person-blame approach assumes that social problems results from _____.

- A) psychological conditions
- B) social conditions
- C) religious tradition
- D) institutionalized deviance

Answer: A

Page Reference: 12

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Apply What You Know

31. Which of the following is a reason for using the system-blame approach in studying social problems?

- A) Individual actors are the source of many social problems.
- B) A balance is needed since most people in our society tend to blame institutions.
- C) It is a necessary first step in restructuring society along more humane lines.
- D) Citizens are eager for societal change.

Answer: C

Page Reference: 14-15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Apply What You Know

32. Relying too heavily on a system-blame approach is a problem because _____.

- A) societal conditions are taken for granted and go unchallenged
- B) it focuses on person-change rather than system-change
- C) it directs blame at individuals and away from the system
- D) it absolves individuals from responsibility for their actions

Answer: D

Page Reference: 14-15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Apply What You Know

33. A person-blame approach advocates social programs that _____.

- A) seek to control individual behavior
- B) produce sweeping social change
- C) reorganize social institutions
- D) change long-held societal norms

Answer: A

Page Reference: 13-14

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Apply What You Know

34. Deviant people are treated as the cause of their own problems by which of the following approaches to studying social problems?

- A) self-actualization
- B) person-blame
- C) system-blame
- D) institutionalized deviance

Answer: B

Page Reference: 13-14

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Apply What You Know

35. Asserting that “the poor are poor because they are not bright enough to succeed” might be said by a _____.

- A) social Darwinist
- B) sociologist
- C) person who focuses on institutionalized deviance
- D) system blamer

Answer: A

Page Reference: 15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Apply What You Know

36. Asserting that “the poor are poor because the institutions around them set them up to fail” might be said by a _____.

- A) social Darwinist
- B) system blamer
- C) person who focuses on norm violators
- D) victim blamer

Answer: B

Page Reference: 15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Apply What You Know

37. According to William Graham Sumner, the rich are successful because _____.

- A) they are superior
- B) they have worked the hardest
- C) there is a conspiracy by the powerful who keep the poor down
- D) they have helped the poor

Answer: A

Page Reference: 15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Analyze It

38. The system-blame orientation would attribute students' failure in schools to _____.

- A) being born with limited intellectual capacities
- B) the failure of the students to work hard to succeed
- C) the failure of the educational system to meet their needs
- D) the failure of their parents to provide proper guidance

Answer: C

Page Reference: 12-13

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Analyze It

39. Which of the following would be a reason for a recently released criminal committing another crime according to the system-blame approach?

- A) The person did not reform in prison.
- B) The person is surrounded by ex-criminals.
- C) The person is inherently criminal.
- D) Many employers do not hire ex-convicts.

Answer: D

Page Reference: 13-14

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Analyze It

40. According to the system-blame approach, many ex-convicts can be seen as victims in that _____.

- A) they were born deviant
- B) they have to spend time in prison for their crimes
- C) they do not have the skills and resources to survive without resorting to crime
- D) they are required to spend a year in school after getting released from prison

Answer: C

Page Reference: 13

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Analyze It

41. According to the sociological perspective, which of the following best explains social problems?

- A) Norm violators
- B) People who seek self-actualization
- C) Problems caused by societal conditions
- D) Biology

Answer: C

Page Reference: 14-15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Analyze It

42. Our social system is rarely seen as causing social problems because _____.

- A) it is the poor who define what are considered social problems
- B) we tend to focus on the elite who commit “deviant” acts
- C) institutions cannot be changed
- D) we have a hard time questioning our cherished traditions

Answer: D

Page Reference: 14-15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Analyze It

43. Social Darwinists would oppose social reforms like social welfare because _____.

- A) they are too expensive to produce viable results
- B) they allow people to get money for doing nothing
- C) they perpetuate the existence of unfit groups in society
- D) it is more effective to provide technical training for the poor

Answer: C

Page Reference: 15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Analyze It

44. The authors assert that exclusively focusing on the individual when studying social problems _____.

- A) overlooks deviations from society's norms as potential problems
- B) takes an overly deterministic view of social problems
- C) ignores the strains that are caused by the inequities of the system
- D) treats social problems as being the product of systematic inequity

Answer: C

Page Reference: 15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Analyze It

45. The analysis of social problems relies on _____.

- A) politicians
- B) reliable data
- C) public opinion
- D) media representations

Answer: B

Page Reference: 16

Learning Objective: 1.6

Topic/A-head: Sociological Methods: The Craft of Sociology

Skill Level: Remember the Facts

46. Conclusions made from _____ will be reliable about the entire population.

- A) participant observation
- B) a control group
- C) a probability sample
- D) an experiment

Answer: C

Page Reference: 20

Learning Objective: 1.6

Topic/A-head: Sociological Methods: The Craft of Sociology

Skill Level: Remember the Facts

47. Researchers who use _____ collect information about the same persons over many years.

- A) longitudinal surveys
- B) experiments
- C) participant observation
- D) public opinion polls

Answer: A

Page Reference: 20

Learning Objective: 1.6

Topic/A-head: Sociological Methods: The Craft of Sociology

Skill Level: Remember the Facts

48. In experimental research, who is the “control” group?

- A) They are the researchers who conduct the study.
- B) They are subjects who are exposed to the independent variable.
- C) They are subjects not exposed to the independent variable.
- D) They are subjects who are aware of the experimental manipulation.

Answer: C

Page Reference: 11

Learning Objective: 1.6

Topic/A-head: Sociological Methods: The Craft of Sociology

Skill Level: Remember the Facts

49. Sociologists use _____ to explain a range of human behavior and a variety of social and societal events.

- A) political discourse
- B) media representations
- C) public opinion
- D) sociological theory

Answer: D

Page Reference: 16

Learning Objective: 1.6

Topic/A-head: Sociological Methods: The Craft of Sociology

Skill Level: Understand the Concepts

50. Which of the following statements is accurate about sociologists doing research on social problems?

- A) Personal values of the researcher do not affect his/her research.
- B) Sociologists agree on a liberal agenda that sides with the disadvantaged.
- C) The study of social problems cannot be value free.
- D) Sociologists largely promote an agenda that maintains the existing social order.

Answer: C

Page Reference: 16-18

Learning Objective: 1.6

Topic/A-head: Sociological Methods: The Craft of Sociology

Skill Level: Apply What You Know

B. True/False

51. Early social pathologists assumed that social norms were universally held and viewed social problems as behaviors or social arrangements that disturb the moral order.

Answer: TRUE

Page Reference: 6

Learning Objective: 1.1

Topic/A-head: History of Social Problems Theory

Skill Level: Remember the Facts

52. By referring to the subjective nature of social problems, sociologists have more recently come to acknowledge that what is defined as a social problem is basically the same across audiences and time.

Answer: FALSE

Page Reference: 7

Learning Objective: 1.1

Topic/A-head: History of Social Problems Theory

Skill Level: Remember the Facts

53. With corporations in the process of downsizing their employee base, while at the same time frequently merging with other companies, C. Wright Mills would refer to the resulting unemployment as “private troubles” of the individuals involved rather than a “public issue.”

Answer: FALSE

Page Reference: 7

Learning Objective: 1.1

Topic/A-head: History of Social Problems Theory

Skill Level: Apply What You Know

54. The objective reality of social problems is demonstrated by the fact that some social conditions, which can be identified as such in any given place or time, induce material and psychic suffering for entire segments of the population.

Answer: TRUE

Page Reference: 8

Learning Objective: 1.2

Topic/A-head: Toward a Definition of Social Problems

Skill Level: Understand the Concepts

55. The textbook examines two types of social problems: (1) acts and conditions that violate social norms and values, and (2) the difficulties for those suffering from the deviant acts of norm violators.

Answer: FALSE

Page Reference: 9

Learning Objective: 1.3

Topic/A-head: Types of Social Problems

Skill Level: Remember the Facts

56. A person-blame approach advocates social programs that transform existing institutions.

Answer: FALSE

Page Reference: 14-15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Remember the Facts

57. The victim-blamer would attribute high rates of recidivism to faults and failures of the individual criminals, including their greed, feelings of aggression, weak control of impulses, and relative lack of conscience.

Answer: TRUE

Page Reference: 13

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Understand the Concepts

58. Relying solely on a person-blame approach to social problems is the best way to bring about significant social changes.

Answer: FALSE

Page Reference: 14-15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Understand the Concepts

59. An extremely dogmatic system-blame approach to social problems views individuals almost as robots controlled totally by their social environment.

Answer: TRUE

Page Reference: 14-15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill: Apply What You Know

60. Sociologists' study of social problems is a value-free pursuit.

Answer: FALSE

Page Reference: 17

Learning Objective: 1.6

Topic/A-head: Sociological Methods: The Craft of Sociology

Skill Level: Understand the Concepts

C. Fill-in-the-Blank

61. Compared to all other countries, the United States uses the _____ percentage of the world's energy resources.

Answer: highest

Page Reference: 4

Learning Objective:

Topic/A-head: Introduction

Skill Level: Remember the Facts

62. There is _____ among sociologists as to what constitutes a social problem.

Answer: disagreement

Page Reference: 7

Learning Objective: 1.1

Topic/A-head: History of Social Problems Theory

Skill Level: Understand the Concepts

63. Advantaged members of society have more _____ to determine what constitutes a social problem than disadvantaged members of society.

Answer: power

Page Reference: 9

Learning Objective: 1.3

Topic/A-head: Types of Social Problems

Skill Level: Understand the Concepts

64. A person-blame approach assumes the _____ should change.

Answer: individual

Page Reference: 13-14

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Understand the Concepts

65. The _____ assumes a child fails in school because the school setting was inappropriate for the child.

Answer: system-blame approach

Page Reference: 12-13

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Apply What You Know

66. Social Darwinism is a theoretical perspective that is often used to argue in _____ of government social programs (such as those that increase welfare to the poor).

Answer: support

Page Reference: 15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Apply What You Know

67. A _____ is a set of ideas that explains a range of human behavior and a variety of social and societal events.

Answer: sociological theory

Page Reference: 16

Learning Objective: 1.6

Topic/A-head: Sociological Methods: The Craft of Sociology

Skill Level: Remember the Facts

68. A _____ is a representative part of a population that sociologists use to answer sociological questions.

Answer: sample

Page Reference: 20

Learning Objective: 1.6

Topic/A-head: Sociological Methods: The Craft of Sociology

Skill Level: Remember the Facts

69. To understand the cause-and-effect relationship among variables, sociologists use controlled _____.

Answer: experiments

Page Reference: 21

Learning Objective: 1.6

Topic/A-head: Sociological Methods: The Craft of Sociology

Skill Level: Remember the Facts

70. Sociologists ask three types of questions: empirical, comparative, and _____.

Answer: historical

Page Reference: 16

Learning Objective: 1.6

Topic/A-head: Sociological Methods: The Craft of Sociology

Skill Level: Understand the Concepts

D. Short Answer

71. Analyze the differences between the subjective nature and the objective reality of social problems. Give an example of each.

Page Reference: 9-10

Learning Objective: 1.2, 1.3

Topic/A-head: History of Social Problems Theory, Toward a Definition of Social Problems

Skill Level: Analyze It

72. Analyze the differences between norm violations and institutionalized deviance. Give an example of each.

Page Reference: 9-10

Learning Objective: 1.3

Topic/A-head: Types of Social Problems

Skill Level: Analyze It

73. According to C. Wright Mills, what is the relationship between private troubles and public issues? Give an example of each.

Page Reference: 7; 11-12

Learning Objective: 1.4

Topic/A-head: The Sociological Imagination

Skill Level: Understand the Concepts

74. Illustrate how the system-blame approach understands the role of role of individual responsibility.

Page Reference: 14-15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Apply What You Know

75. Describe some of the different sources of data sociologists use to study social problems.

Page Reference: 20-21

Learning Objective: 1.6

Topic/A-head: Sociological Methods: The Craft of Sociology

Skill Level: Apply What You Know

E. Essay

76. Why do the authors of the text emphasize a system-blame approach?

Ideal Answer: The ideal answer should include:

1. Define the system-blame approach to studying social problems.
2. Outline how the system-blame approach provides balance to the person-blame approach.
3. Describe how the system-blame approach analyzes the role of institutions in the study of social problems.
4. Conclude with a brief summary of why the system-blame approach fits within the sociological perspective.

Page Reference: 14-15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Understand the Concepts

77. Discuss how each of the two main approaches to understanding social problems would explain a social problem like recidivism.

Ideal Answer: The ideal answer should include:

1. Define the two main approaches to studying social problems (person-blame and system-blame).
2. Define recidivism.
3. Outline how the person-blame approach explains recidivism.
4. Outline how the system-blame approach explains recidivism.
5. Conclude by giving an example of a sociological approach to solving recidivism using the system-blame approach.

Page Reference: 12-13

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Apply What You Know

78. William J. Wilson argues that the ghetto poor endure because of the disappearance of low-skill jobs in the past 30 years or so. Discuss how this view differs from the explanation that might be offered by William Graham Sumner.

Ideal Answer: The ideal answer should include:

1. Outline the ways in which William J. Wilson's viewpoint represents an example of the system-blame approach.
2. Define social Darwinism.
3. Describe how William Graham Sumner's viewpoint represents an example of the person-blame approach.
4. Compare and contrast the main differences between how a system-blame approach and a social Darwinist perspective view a social problem like poverty.
5. Conclude by summarizing which perspective current U.S. policy reflects.

Page Reference: 13-15

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Analyze It

79. Discuss the dangers of relying solely on the person-blame approach in explaining social problems.

Ideal Answer: The ideal answer should include:

1. Define the person-blame approach to studying social problems.
2. Outline how the person-blame approach protects the established order against criticism.
3. Describe what is troublesome about the social control function of the person-blame approach. Give specific examples.
4. Describe how the person-blame approach defines the degree of control individuals have over their fate. Give examples of how this may be problematic.
5. Conclude with an argument against using the person-blame approach. Give specific examples of how the approach has failed in the past.

Page Reference: 13-14

Learning Objective: 1.5

Topic/A-head: Social Structure as the Basic Unit of Analysis

Skill Level: Analyze It

80. How do the authors justify the claim that the study of social problems cannot be value free? How do they suggest that we deal with bias?

Ideal Answer: The ideal answer should include:

1. Describe the concept of value neutrality.
2. Describe the three primary objections to the ideal of value neutrality in sociological research.
3. Conclude with a discussion of the methods sociologists use to deal with the problem of bias in research.

Page Reference: 16-18

Learning Objective: 1.6

Topic/A-head: Sociological Methods: The Craft of Sociology

Skill Level: Apply What You Know

Chapter 2 Wealth and Power: The Bias of the System

A. Multiple-Choice

1. The authors argue that many of the problems of U.S. society largely result from the _____.

- A. maldistribution of power
- B. conspiracy of the power elites
- C. system being undermined by those who criticize it
- D. system being undermined by the poor and disadvantaged

Answer A

Page Reference: 27

Learning Objective:

Topic/A-head: Introduction

Skill Level: Remember the Facts

2. According to Marx's theory of capitalism, the social class in power controls the economy primarily by _____.

- A) military force
- B) centralized governmental power
- C) owning the means of production
- D) controlling nearby countries

Answer C

Page Reference: 28

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

3. Marx asserted that capitalism has within it the seeds of its own destruction because of _____.

- A) the lack labor-saving technology
- B) the inevitability of monopolies
- C) centralized government control
- D) control of the state by the majority

Answer B

Page Reference: 28

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

4. According to Marx, capitalism will produce a class of oppressed people called the _____, bent on destroying it.

- A) plutocracy
- B) proletariats
- C) oligopoly
- D) capitalists

Answer B

Page Reference: 28

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

5. Contrary to classical economic theory, capitalism is now dominated by huge corporations that _____.
- A) act in the best interest of the majority of Americans
 - B) distribute wealth equally among managers and employees
 - C) respond to the demands of the market
 - D) control the demands of the market

Answer D

Page Reference: 27

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

6. Megamergers affect the entire economy in that they _____.
- A) decentralize capital
 - B) eliminate jobs
 - C) increase corporate debt
 - D) increase union membership

Answer B

Page Reference: 29

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

7. _____ are corporate enterprises with holdings and subsidiaries in several different countries.
- A) International cooperatives
 - B) Plutocracies
 - C) Oligopolies
 - D) Transnational corporations

Answer D

Page Reference: 37

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

8. In 2009, the richest 5 percent of U.S. households owned over _____ percent of the nation's private wealth.
- A) 10
 - B) 33
 - C) 50
 - D) 63

Answer D

Page Reference: 33

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

9. In 2011, the average CEO of a *Fortune 500* company was paid _____ times more than the average worker.

- A) 50
- B) 100
- C) 380
- D) 500

Answer C

Page Reference: 34

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

10. The average U.S. worker would have to work nearly one _____ to make a CEO's hourly salary.

- A) hour
- B) day
- C) week
- D) month

Answer D

Page Reference: 35

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

11. In contrast to socialism, capitalism is characterized by _____.

- A) autocratic rule
- B) free market competition
- C) centralized government
- D) state ownership of corporations

Answer B

Page Reference: 28

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

12. The linkage between corporations when an individual serves on the board of directors of two companies is called a(n) _____.

- A) oligarchy
- B) plutocracy
- C) shared monopoly

D) interlocking directorate

Answer D

Page Reference: 29

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

13. Recent tax policies in the United States have _____.

- A) exacerbated the unequal distribution of wealth
- B) decreased the national debt
- C) decreased the political influence of the wealthy
- D) decreased the costs of running for public office

Answer A

Page Reference: 36

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Apply What You Know

14. There is a(n) _____ connection between the growth of multinational corporations and the reduction of semi-skilled and unskilled jobs in the United States.

- A) beneficial
- B) irrelevant
- C) direct
- D) unknown

Answer C

Page Reference: 32

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Apply What You Know

15. Critics argue that capitalism, because its objective is profit and not enhancing the human condition, promotes _____.

- A) democracy
- B) individual fulfillment
- C) equality
- D) inequality

Answer D

Page Reference: 28

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Analyze It

16. According to your text, Adam Smith would _____.

- A) be against competition

- B) not recognize capitalism in America today
- C) not believe in the free market
- D) approve of socialism

Answer B

Page Reference: 30

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Analyze It

17. One strategic reason that multinational corporations move to developing countries is that _____.

- A) there are fewer regulations, which translates into more profits
- B) the unemployment rate is much higher in developing countries
- C) more regulations make factories safer for workers
- D) there are fewer job seekers in the United States.

Answer A

Page Reference: 32-33

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Analyze It

18. Which of the following is an example of a shared monopoly?

- A) Company A, Company B, and Company C together supply 20 percent of all mufflers in the United States.
- B) Company X, Company Y, and Company Z together supply 60 percent of all beds in the United States.
- C) Company B, Company U, and Company Y together supply 30 percent of all snow tires in the United States.
- D) Company T, Company O, and Company Y together supply 45 percent of all doll dresses in the United States.

Answer B

Page Reference: 28

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Analyze It

19. Which of the following is an example of a direct interlock?

- A) Smith and Jones both sit on the board of Company A.
- B) Smith sits on the board of Company A and holds stock in Company A.
- C) Jones sits on the board of Company A and Company B.
- D) Jones and Smith are co-CEOs of Company A.

Answer C

Page Reference: 29-30

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Analyze It

20. Which of the following is an example of an indirect interlock?

- A) Smith serves on the board of Company A, and Jones serves on the board of competing Company B. However,

- Smith and Jones both serve on the board of Company C.
- B) Smith serves on the board of Company A, Jones serves on the board of Company B, and Miller serves on the board of Company C. None of them serve on any other board.
 - C) Smith, Jones, and Miller all serve on the board of Company A. None of them serve on any other board.
 - D) Smith, Jones, and Miller all started Company A. None of them now serve on the board.

Answer A

Page Reference: 29

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Analyze It

21. The McCain-Feingold law _____.

- A) prevented candidates from using their own money to win elections
- B) limited the use of “soft” money in federal elections
- C) limited the giving of large sums to affect election outcomes
- D) granted subsidies to candidates with lower fundraising totals

Answer B

Page Reference: 39

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Remember the Facts

22. _____ is a political system in which the will of the majority prevails and decisions are made to maximize the common good.

- A) Capitalism
- B) Socialism
- C) Democracy
- D) Plutocracy

Answer C

Page Reference: 37

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Understand the Concepts

23. The popular will is sometimes thwarted in the Senate by the extraordinary power of small states with _____.

- A) a large independent base
- B) a large democratic base
- C) large populations
- D) small populations

Answer D

Page Reference: 37

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Understand the Concepts

24. At the national level, lobbying in 2011 was a _____ business.

- A) \$3.3 million
- B) \$300 million
- C) \$3.3 billion
- D) \$30 billion

Answer C

Page Reference: 37

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Understand the Concepts

25. Requiring a _____ in order to register to vote is an example of a recent tactic states use that disenfranchises certain groups of potential voters.

- A) government-issued ID
- B) party donation
- C) background check
- D) language test

Answer A

Page Reference: 41

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Understand the Concepts

26. In the *Citizens United* case the Supreme Court interpreted political donations as _____.

- A) only allowable for low-income candidates
- B) a restriction on equal access to democracy
- C) a form of speech protected by the Constitution
- D) an unconstitutional influence over policymakers

Answer C

Page Reference: 43

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Understand the Concepts

27. The high cost of financing a political campaign _____.

- A) enhances the democratic process
- B) ensures the “little guy” will have a voice
- C) favors independently wealthy candidates
- D) encourages voting from disenfranchised groups

Answer C

Page Reference: 44

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Understand the Concepts

28. Contributors of large sums of money to political campaigns receive which of the following benefits?

- A) Free publicity for their companies
- B) Full tax exemptions
- C) Influence over the positions of politicians on public issues
- D) Free trips with the candidate to national events

Answer C

Page Reference: 41-42

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Understand the Concepts

29. 527s are advocacy groups that _____.

- A) finance political ads that are directly connected to a specific candidate
- B) finance political ads while not directly campaigning for a specific candidate
- C) provide illegal financing of federal political campaigns
- D) provide direct political lobbying for specific candidates

Answer B

Page Reference: 39

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Understand the Concepts

30. The Bipartisan Campaign Reform Act _____.

- A) prevented candidates from using their own money to win elections
- B) limited the use of soft money in federal elections
- C) limited the giving of large sums to affect election outcomes
- D) allowed unlimited donations from individual donors

Answer B

Page Reference: 39

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Understand the Concepts

31. The high cost of financing political campaigns favor _____, who have an easier time raising money.

- A) incumbent candidates
- B) African American candidates
- C) female candidates
- D) first-time candidates

Answer A

Page Reference: 39

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Apply What You Know

32. By paying less in taxes, the affluent are in effect reducing their support from programs that _____.

- A) help the poor
- B) maintain roads
- C) promote finance reform
- D) reduce racism

Answer A

Page Reference: 35

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Apply What You Know

33. The implication in Chapter 2 is that oligarchs are likely also _____.

- A) socialists
- B) plutocrats
- C) Marxists
- D) in poverty

Answer B

Page Reference: 36-37

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Analyze It

34. According to your text, the government has the power to expand or reduce the gap between the haves and the have-nots but politicians have prioritized _____.

- A) healthcare reform
- B) the reduction of the size of government
- C) the reduction of taxes for the wealthy
- D) campaign finance reform

Answer C

Page Reference: 35

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Analyze It

35. According to the text, which of the following is a means through which power can be wielded?

- A) Consensus
- B) Cooperation
- C) Democracy
- D) Persuasion

Answer D

Page Reference: 45

Learning Objective: 2.3

Topic/A-head: Bias of the Political System

Skill Level: Remember the Facts

36. The power elite can get its way without actually being mobilized because the choices of decision makers are often limited by _____.

- A) government checks and balances
- B) systemic imperatives
- C) the political power of the power elite
- D) congressional filibusters

Answer B

Page Reference: 45

Learning Objective: 2.3

Topic/A-head: Bias of the Political System

Skill Level: Understand the Concepts

37. According to your text, the power elite are engaged in _____.

- A) a conspiracy to disadvantage the poor
- B) ending subsidies to business and industry
- C) making sure the voice of the powerless is heard
- D) making decisions that advantage the haves at the expense of the have-nots

Answer D

Page Reference: 44-45

Learning Objective: 2.3

Topic/A-head: Bias of the Political System

Skill Level: Understand the Concepts

38. The popular belief in democracy works to the advantage of the _____.

- A) power elite
- B) working class
- C) working poor
- D) military

Answer A

Page Reference: 45

Learning Objective: 2.3

Topic/A-head: Bias of the Political System

Skill Level: Understand the Concepts

39. Which of the following is a characteristic of the systemic imperatives the authors discuss?

- A) The upheaval of the status quo every few decades
- B) The allowance of dissidents to protest in the name of free speech
- C) The inertia of institutions that happens because no change is easier than change
- D) Participation in the political system by those who represent a wide array of interests

Answer C

Page Reference: 45

Learning Objective: 2.3

Topic/A-head: Bias of the Political System

Skill Level: Understand the Concepts

40. The economic and social constraints on political decision makers that promote the status quo refers to _____.

- A) systemic imperatives
- B) capitalism
- C) socialism
- D) interlocking directorates

Answer A

Page Reference: 45

Learning Objective: 2.3

Topic/A-head: Bias of the Political System

Skill Level: Understand the Concepts

41. After the Great Recession hit in late 2007, federal and state governments cut _____.

- A) tax breaks for homeowners
- B) subsidies to big business
- C) social programs for the poor
- D) international defense spending

Answer C

Page Reference: 50

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Power

Skill Level: Remember the Facts

42. According to Piven and Cloward, the government institutes massive aid to the poor only when the _____.

- A) poor constitute a threat
- B) power elite pressures them
- C) economy is booming
- D) economy is in a recession

Answer A

Page Reference: 47

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Power

Skill Level: Understand the Concepts

43. The U.S. government has directly intervened in the domestic affairs of foreign governments to _____.

- A) institute social welfare policies
- B) institute labor and safety laws
- C) prevent the rise of capitalist competition
- D) protect U.S. corporate interests

Answer D

Page Reference: 51

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Power

Skill Level: Apply What You Know

44. The relationship between U.S. foreign policy and corporate interests is demonstrated by which of the following actions?

- A) The embargo of the sales of military arms overseas
- B) The government support of tyrannical governments if they support U.S. multinational corporations
- C) The government policy of nonintervention in the domestic affairs of foreign governments to protect U.S. corporate interests
- D) The government providing foreign aid that primarily goes to benefit the poor in other countries

Answer B

Page Reference: 51

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Power

Skill Level: Apply What You Know

45. The bailout of airlines by Congress shortly after the terrorist attacks of September 2001, without similar relief to fired airline workers, represents an example of a _____.

- A) government subsidy
- B) trickle-down solution
- C) congressional gerrymander
- D) congressional filibuster

Answer A

Page Reference: 49

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Power

Skill Level: Apply What You Know

46. Which of the following represents an example of the argument that the powerless bear the burden of U.S. government policy?

- A) Only 10 percent of college-aged men were drafted in the Vietnam War.
- B) Subsidies to social services for the poor were increased during the 2007 recession.
- C) Rebuilding priority was given to the poor after Hurricane Katrina.
- D) Government subsidies are overwhelmingly given to small businesses.

Answer A

Page Reference: 50

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Power

Skill Level: Apply What You Know

47. One of the reasons that the government tends to be pro-business is because government officials are more likely to _____.

- A) support socialism as an economic ideology
- B) hear arguments and receive contributions from the poor

- C) hear arguments and receive contributions from the powerful
- D) support a liberal political ideology

Answer C

Page Reference: 49

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Power

Skill Level: Apply What You Know

48. By building roads for logging, the government is providing a _____ to the timber industry.

- A) monopoly
- B) cloture
- C) filibuster
- D) subsidy

Answer D

Page Reference: 46-48

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Power

Skill Level: Apply What You Know

49. The principles of “trickle-down” economics are adopted by the government because _____.

- A) government officials, who tend to come from the business class, bring a conservative ideology to office with them
- B) government officials, who tend to come from activist backgrounds, bring a liberal ideology to office with them
- C) government officials are more likely to hear the arguments of the powerless, who are in most need of support
- D) government officials are more likely to hear the arguments of the powerful, who want to make sure the needy are taken care of

Answer A

Page Reference: 49

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Power

Skill Level: Analyze It

50. The authors of your text point out that the flood of election money sabotages democracy in which of the following ways?

- A) There is increased access for all people to run for office.
- B) The have-nots of society are equally represented among decision makers.
- C) The influence of campaign donors makes it harder for legislators to solve social problems.
- D) Everyone has a voice in how leftover campaign money is spent after an election is over.

Answer C

Page Reference: 51

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Power

Skill Level: Analyze It

B. True/False

51. According to the text, the problems in U.S. society result from the distribution of power and the form of the economy.

Answer TRUE

Page Reference: 27

Learning Objective:

Topic/A-head: Introduction

Skill Level: Remember the Facts

52. The economy of the United States is purely a free enterprise system.

Answer FALSE

Page Reference: 27

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

53. According to the text, capitalism rewards the efforts of all enterprising individuals.

Answer FALSE

Page Reference: 33

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

54. Income inequality is increasing in the United States.

Answer TRUE

Page Reference: 33-35

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

55. Marx hypothesized that free enterprise would eventually destroy itself and be replaced with a new economic form.

Answer TRUE

Page Reference: 28

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Understand the Concepts

56. According to the authors of the text, capitalism will, if unhindered by government regulation, result in individual self-fulfillment and general material progress for all of society.

Answer FALSE

Page Reference: 27-28

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Understand the Concepts

57. Political lobbyists represent a balance of viewpoints that legislators weigh in their decision making.

Answer FALSE

Page Reference: 38

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Understand the Concepts

58. The interests of the powerful are served by a conspiracy of the power elite.

Answer FALSE

Page Reference: 44

Learning Objective: 2.3

Topic/A-head: Bias of the Political System

Skill Level: Understand the Concepts

59. Political decisions are likely to be limited by pre-existing conditions that serve to maintain the status quo.

Answer TRUE

Page Reference: 48

Learning Objective: 2.3

Topic/A-head: Bias of the Political System

Skill Level: Apply What You Know

60. By reducing taxes, the government has eliminated waste, given the poor more money to spend and invest, and improved the economy.

Answer FALSE

Page Reference: 49-50

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Wealth

Skill Level: Apply What You Know

C. Fill-in-the-Blank

61. Income inequality is _____ in the United States.

Answer increasing

Page Reference: 28

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

62. _____ is the nation with the most millionaires.

Answer United States

Page Reference: 34

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Remember the Facts

63. Four or fewer companies control at least 60 percent of the light bulb market in the United States, which demonstrates a _____.

Answer shared monopoly

Page Reference: 29

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Understand the Concepts

64. Lack of centralized planning is a feature of _____

Answer capitalism

Page Reference: 27-28

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Apply What You Know

65. If Smith serves on the board of Company A, Jones serves on the board of Company B, and Smith and Jones both serve on the board of Company C, then there is a _____ between Companies A and B.

Answer direct interlock

Page Reference: 29

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Apply What You Know

66. The _____ are the people who occupy the most influential roles in society.

Answer power elite

Page Reference: 44

Learning Objective: 2.3

Topic/A-head: Bias of the Political System

Skill Level: Remember the Facts

67. _____, as defined in the text, is the ability to get what one wants from someone else.

Answer Power

Page Reference: 44

Learning Objective: 2.3

Topic/A-head: Bias of the Political System

Skill Level: Understand the Concepts

68. Men from the _____ class were less likely to be drafted during the height of the Vietnam War.

Answer upper

Page Reference: 50

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Power

Skill Level: Remember the Facts

69. The transfer of publicly funded technologies to private corporations is an important example of a government _____ to big business.

Answer subsidy

Page Reference: 46-48

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Power

Skill Level: Understand the Concepts

70. A _____ solution stems from the assumption that private profit maximizes public good.

Answer trickle-down

Page Reference: 49

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Power

Skill Level: Understand the Concepts

D. Short Answer

71. Identify the ways in which monopolies hurt free enterprise.

Page Reference: 28

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Understand the Concepts

72. How has the *Citizens United* ruling affected the role of small donors to political campaigns?

Page Reference: 43

Learning Objective: 2.2

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Analyze It

73. How have super-PACs corrupted democracy?

Page Reference: 43

Learning Objective: 2.4

Topic/A-head: Political System: Links Between Wealth and Power

Skill Level: Apply What You Know

74. Describe how government subsidies are biased toward the rich and powerful.

Page Reference: 48

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Power

Skill Level: Apply What You Know

75. How do trickle-down solutions hurt the disadvantaged?

Page Reference: 49

Learning Objective: 2.4

Topic/A-head: Consequences of Concentrated Power

Skill Level: Analyze It

E. Essay

76. What did Karl Marx mean when he discussed the inherent contradictions of capitalism? What has the passage of time shown us about those hypothetical contradictions?

Ideal Answer The ideal answer should include:

6. Describe how Marx conceptualized the role of the economy to society.
7. Define capitalism as an economic system. Describe how this system is maintained.
8. Describe the four contradictions inherent in capitalism.
9. Conclude with examples of the evolution of economic systems using historical examples.

Page Reference: 27-28

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Understand the Concepts

77. Why are U.S. corporations shifting more and more of their total assets outside the United States? What are the consequences of the shift in production to other countries?

Ideal Answer The ideal answer should include:

1. Outline the three main reasons U.S. multinationals move offshore. Students should touch on increased profits, cheaper production and labor costs, and lax labor and safety laws.
2. Describe the consequences to semiskilled and unskilled laborers in the United States.
3. Describe how this increases the power of transnational companies. Students should mention the twin processes of concentration and internationalization.
4. Conclude with a discussion of the interplay between transnational companies and foreign governments.

Page Reference: 32-33

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Apply What You Know

78. Describe the reasons that the inequality gap in the United States has risen dramatically. How has U.S. tax policy contributed to the widening gap? What are the consequences of recent tax policies?

Ideal Answer The ideal answer should include:

1. Outline the four main reasons the inequality gap has risen. Students should mention increased tax benefits of the rich, the changing job structure, the downsizing of the workforce, and the reduction of the tax on capital gains.
2. Describe how government policies exacerbate wealth inequality. Students should mention the reduction of the estate tax, tax on corporate profits, dividends, and unearned income and the increase in payroll taxes in addition to the cutting back on healthcare for the poor, on the quality of public education, and on state aid for higher education.
3. Conclude with an outline of the four major consequences of current tax policies in the United States. Students should touch on tax cuts, military spending, national debt, and the increasing political influence of the wealthy.

Page Reference: 33-35

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Consequences of Concentrated Power

Skill Level: Apply What You Know

79. Why it is problematic that the information we receive is increasingly under monopolized control? How do these monopolies affect social, cultural, and political landscape?

Ideal Answer The ideal answer should include:

1. Describe how the media helps define reality.
2. Describe the reasons why diverse opinions are rarely heard.
3. Illustrate the ways in which reporting is sometimes compromised by conflict of interest.
4. List the ways in which a media giant may push a specific political stance.
5. Describe the ways the messages we see tend to focus on individual problems.
6. Conclude with a discussion of the trend toward more rather than less media concentration.

Page Reference: 30-32

Learning Objective: 2.1

Topic/A-head: U.S. Economy: Concentration of Corporate Wealth

Skill Level: Analyze It

80. How does the systemic imperative benefit the power elite? Describe the ways in which the systemic imperative is biased towards the status quo.

Ideal Answer The ideal answer should include:

1. Define what it means to be part of the power elite. Describe how power is conceptualized in this definition.
2. Define the systemic imperative.
3. Illustrate the ways in which the systemic imperative favors the status quo. Students should touch on the connection of politics, economy, and the military.
4. Conclude with a discussion of why the popular belief in democracy works to the advantage of the power elite.

Page Reference: 44-45

Learning Objective: 2.3

Topic/A-head: Bias of the Political System

Skill Level: Analyze It