Electronic copies of the following information are located on the chair’s computer, the secretary’s computer and the P drive. Hard copies are stored in the chair’s office.

Mission Statement and Learning Outcomes: Appendix A

Data Interpretation:

As in previous years, we are using the senior seminar final papers to conduct a summative assessment of all four areas of our student learning outcomes.

Evaluation of Senior Seminar Papers:

• Again, this May, we collectively read and evaluated five senior seminar papers according to our rubric. (The rubric and the grading sheet are in appendix B; the summary evaluation sheets are contained in appendix C.) Each paper was read and assessed by all of the department members.

• As we have done in previous years, we shared the grading sheets and discussed the similarities and differences in inter-rater scoring. Again, we found that for the most part we assessed the papers similarly. When we did not, we discussed the rationale behind the variation.

Interpretation of Results of Evaluating Senior Seminar Papers and Next Steps

• The papers ranged from poor to excellent. We observed greater variation in the quality of this set of papers than we had in previous years. More of them failed to adhere to the expectations than before. It was unclear as to whether or not the students had received the rubric in the seminar. We emphasized that students must receive it and early in the seminar.

  o In addition, we will distribute a checklist of elements of a research paper for students to follow for S 2010.

  o This fall, as mentioned in our previous annual report we will be giving students materials to get them thinking about a topic for their project before the seminar in the spring.
• As noted in the 2007-2008 report, students received in the Fall 2008, SOC 106—Social Research Methods, a revised literature review assignment to help them better locate their work theoretically. Given the disruption of the course by the November fire, we are unable to judge, at this time, whether or not this exercise had the desired result, although more of the papers referenced theory. Nonetheless, not all students had taken the research course in 2008. This revised assignment will be used again this fall in the research course.

  o An additional assignment given in the second week requires students not only to identify the theoretical model used in peer-reviewed journal articles but also requires them to look it up in disciplinary encyclopedias and to write a summary of its main points

• Continued need to help students locate their work within the scholarly literature.

  o Again this year in the research methods course, the emphasis is on the development of a solid research proposal rather than attempting to develop the proposal and carry out the research to allow more time to develop the literature review. As noted above, the reorganized assignment in the research course will be used again this fall. Since more of the students in the spring 2010 senior seminar will have taken the methods course with the emphasis on developing a proposal, we are eager to see what impact that may have on the quality of the senior papers.

  o We will encourage students in the fall (2009) of their senior year to begin developing ideas for their senior project before the seminar in the spring.

• The work to develop a “Welcome to the Major” packet and an update of information on the major has begun. We want to use it as a way to help students see the trajectory of the major and role of the senior seminar.

**Evaluation of Faith-Learning Skills:**

• As mentioned in previous reports, we have concerns, again confirmed in our evaluation of this group of seminar papers, that our students’ understanding and skill-level in this area tends to be more personal and devotional. Again, this year, we believe that we need to assess this area in more student work than the senior seminar and from earlier in a student’s major career. To begin addressing this issue, we devoted two department meetings to discuss the ways we were incorporating these skills into our classes. We each shared assignments we give our students in each of our courses. With few exceptions the assignments take students beyond the personal and devotional.

**Interpretation of Results and Next Steps**
We will each keep sample student work from the faith-learning assignments we assign in our classes for 2009-2010. And we will evaluate this work at our May 2010 assessment meetings. We have started work to refine the faith-learning section of the rubric used for the senior seminar paper to be applicable to a greater range of students work.

- We may have students in the senior seminar write an essay that is specific to these outcomes. We have begun to articulate questions for the essay such as, “How did you use Christian values to generate your research question or hypothesis (for the research paper)?”

- We will begin developing a list of readings that address faith and learning specific to our disciplines for both faculty and student reference and use.

**Evaluation of Methodological Skills:**

- Spring 2009 was the first time in many years that SOC 107 Qualitative and Quantitative Analysis was offered, and this year we will have some students in the senior seminar who have taken that as opposed to statistics in a math department or community college to begin our students’ abilities in this area.

**Interpretation of Data and Next Steps**

  - The outdated version of SPSS (Westmont as V. 11.5; the current one is V. 17) available at the college hindered effective instruction: the instructors is familiar with the recent version, instruction books for students on our version are unavailable, and the program would crash unpredictably. We made a CIP request for the college to purchase the current version.

  - The American Sociological Association has pointed out that one course in statistics is insufficient to develop and maintain those skills without continued practice. To reinforce statistical skills, during this academic year (2009-10) each faculty member will develop one assignment for one course that will involve using, at minimum, descriptive statistics and where possible SPSS.

**Overall Evaluation of Curriculum in terms of the American Sociological Association Guidelines:**

- We evaluated our course offerings in light of the ASA Task Force on the Undergraduate Major using their publication, *Liberal Learning and the Sociology Major Updated*, which also includes recommendations for combined Sociology-Anthropology Departments.
Interpretation of Data and Next Steps

- We found that our curriculum has the recommended core requirements for an undergraduate major in sociology and separate introductory and theory courses for anthropology and sociology.

- One of the guidelines is that students have core coursework in social stratification, particularly social class, gender, and ethnic inequality. While we have two courses in the curriculum, SOC 189—Racial and Ethnic Relations and AN 135—Gender and Sex Roles in Cross-Cultural Perspective, we do not have one course that addresses all three dimensions together or social class specifically. However, issues of social stratification are addressed in many of our courses.
  
  o In the general track, one of the five areas students can choose to take coursework is social stratification and two of the three options are one of the courses above. However, a student could graduate and not take any of the courses specifically devoted to this topic. We will consider doing assessment in this area to determine whether or not we need to make adjustments in our curriculum and requirements.

- Another major recommendation from the ASA regards the sequencing of courses. We have prerequisites for the senior seminar and sequencing for SOC 106 and 107. If students declare by the end of the first year, we typically do not have problems creating a 4 year program that has the appropriate progression of courses. We continue to experience several obstacles to strict enforcement of the pre-requisites. Some of them are common in other institutions; some are more particular to Westmont. Several students declare at the end of sophomore year and want to attend an off-campus program. Many of the programs attractive to our students are in the spring which conflict with SOC 107 in particular and to a lesser extent SOC 195—Senior Seminar. Students who double major and insist on participating on more than one off-campus program and “threaten” to drop sociology if not allowed exceptions. Students who transfer and want to do an off-campus program. Students who take sociology courses beyond the introductory courses at community colleges that are not transferable. More and more students want to graduate in three or three and one-half years.
  
  o We do not have the staffing to offer some of the required courses twice in a year. We will continue to discuss these challenges and to develop a clear rationale of the sequencing for students.

- While our core and our electives are solid, we have identified courses that would give our program a greater depth appropriate for an undergraduate major and address “hot topics,” for example: gerontology, social organization, urban sociology, demography, globalization, contemporary slavery, terrorism and peace, and criminal justice (occasionally offered by an adjunct). While urban sociology
and complex sociology is listed in the catalogue, we have not recently had the staff to teach them.

- We recognize that this may require more rotation of courses; advanced notice of special topics courses to attract more students as well as consider increased staffing needs.

**Data for Program Review:**

- We have postponed until 2009-2010 the administration of the Intercultural Development Inventory to our students who participate in off-campus programs to determine which programs are achieving our related learning outcomes the best.

- We have created a formative and approved assessment tool that will evaluate student mastery of one hundred core concepts. We will administer it for the first time to all of the SOC 001—Introduction to Sociology sections during the 2009-10. We will administer in again in the senior seminar. This year we will also give it to the students in senior seminar to get help set a baseline. Our plan is to pre-test in SOC 001; track who becomes majors; administer as post-test to these same students in senior seminar.

- We have yet to pursue the idea of sending sample senior papers to colleagues at other institutions for external evaluation. We have other assessment priorities, but will continue to explore its feasibility.

- We will only be able to prepare an alumni survey; we may not be able to administer it for our 6-year program review.

Please review the attached proposal for a course reduction for the chair to prepare for the six year report for further information on assessment activities for the 2009-2010 year. (See appendix D)
Appendix A
Department of Sociology-Anthropology
Mission Statement
Updated 10 June 2006

A central goal of the Sociology-Anthropology Department is to develop our majors’ capacities as social scientists to think critically and globally about human experience. The department offers students the richness of a multi-disciplinary study of the ways in which culture and society influence human behavior. We provide students a foundation in the concepts, theories, and methods of sociology and/or anthropology. Students also have the opportunity to take courses related to social work. Our majors may tailor their course of study around one of three major tracks: General Sociology, Human Services, Cross-Cultural Studies.

Along with a strong academic background in sociology and anthropology, we want our students’ interests in these disciplines to be grounded within the Christian faith. We place emphasis upon not only the acquisition of knowledge and skills but also the ability to use them to serve others and to further the building of Christ’s Kingdom.

Four major skill areas, each with their own specific learning goals reflecting both disciplinary and college-wide learning standards, direct our curriculum*:

- **Conceptual Skills**

  1. Students would have a working knowledge of the foundational concepts of sociology or anthropology.

  2. Students would understand and be conversant in the main theoretical perspectives in one of the two disciplines, particularly current theoretical models and paradigms.

  3. Students will demonstrate the ability to bring dimensions of diversity, especially gender, social class, and ethnicity and culture to the discussion and analysis of issues within sociology, anthropology, and social work. (*Diversity, Critical-Interdisciplinary Thinking*)

  4. Students will be aware of major controversies, debates, or issues within one or the other discipline. (*Critical-Interdisciplinary Thinking*)
5. Students are able to develop coherent, evidenced-based arguments. (*Critical Interdisciplinary Thinking; Written and Oral Communication*)

- **Methodological Skills**

6. Students are able to develop a research problem and select appropriate methods and data analysis techniques, consistent with the ethical principles of the disciplines. (*Critical-Interdisciplinary Thinking*)

7. They understand and can use the major research methods of both disciplines. (*Critical Interdisciplinary Thinking*)

8. Students would also be able to manage and document appropriately any data they have collected using those methods. (*Technology*)

9. They will understand and can use data analysis techniques such as basic statistics and content analysis. (*Technology*)

- **Applied Skills**

10. Students are able to apply the foundational concepts of sociology or anthropology accurately to the analysis of social behavior.

11. Students can write effectively in sociological or anthropological style. (*Written and Oral Communication*)

12. Students will have applied their knowledge within an experiential learning context such as a practicum, field experience, or approved off-campus program. (*Active Societal and Intellectual Engagement*)

13. Students can converse specifically about how the contributions of sociological or anthropological concepts, theories, and methods can contribute to alleviation of human needs and problems, further
building the Kingdom of God. They should also be able to implement such knowledge.  
(Active Societal and Intellectual Engagement; Christian Orientation)

14. Students will through coursework or experiential learning gain increased cross-cultural communication and adaptation skills. (Diversity)

15. Students will be able to frame, analyze, and approach issues and problems through the multi-disciplinary lens of sociology, social work, and anthropology. (Critical-Interdisciplinary Thinking)

• Faith and Learning Skills

16. Students would understand the Biblical concepts of community and justice and demonstrate an ability to use anthropological and sociological knowledge and methods to pursue greater social justice. Likewise, students should be aware of the limits of both disciplines to produce or result in Biblical justice. (Christian Orientation)

17. Students will be exposed to materials and experiences which will strengthen their compassion for all peoples, especially the poor, the oppressed, or the weak, and develop their capacity for Christian servanthood. (Christian Orientation; Active Societal and Intellectual Engagement)

18. They should also be able to recognize and discuss the possibilities and the limits of various theories to reflect or inform a Biblical perspective of humanity, society, and culture. (Christian Orientation; Critical-Interdisciplinary Thinking)

*Note: The college-wide learning standards are noted in parentheses
### Appendix B—Rubric for Senior Seminar Paper

<table>
<thead>
<tr>
<th>Superior Paper</th>
<th>Excellent Paper</th>
<th>Good Paper</th>
<th>Unacceptable Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central Problem, research question, or hypothesis</strong></td>
<td>Easily identifiable, plausible, novel, sophisticated, insightful, and clear; the topic is clearly sociological or anthropological in orientation; is approached in a manner that reflects a sociological or anthropological imagination.</td>
<td>Easily identifiable and plausible, but may be less original; the topic is clearly sociological or anthropological in orientation; is approached in a manner that reflects a sociological or anthropological imagination.</td>
<td>Identifiable but may be unclear, (contains some vague terms), appears unoriginal but is worthy of exploration; structure evident but not always clearly.; topic is related to anthropological and sociological thinking; has grasped some elements of a sociological or anthropological imagination.</td>
</tr>
<tr>
<td><strong>Argument is evidence-based</strong></td>
<td>Primary source information or data (primary or secondary) used to buttress every point with at least one example. Examples support arguments and fit within paragraph; conclusions follow logically from data, yet able to effectively summarize without “over” quoting. Excellent integration of quoted material and/or data into sentences. Analysis is fresh and exciting, posting new ways to think of the material. The student is able to gauge critically what questions she/he can and cannot answer on the basis of the sources or data used (the paper addresses the issue of the potential and actual limitations of the sources); student engages alternative explanations of evidence presented.</td>
<td>Examples used to support points but not as solidly as a superior paper. Quotes or data usually supports the point. Quotes well integrated into sentences, though tends to rely solely on direct quotes rather than paraphrase or summary. Evidence is related to the central problem, but may have some weaknesses. Analysis is insightful but not necessarily novel. The student is usually able to gauge critically what questions she/he can and cannot answer on the basis of the sources or data used (the paper addresses some of the potential and actual limitations of the sources); student engages alternative explanations of evidence presented but not as thoroughly as a superior paper.</td>
<td>Examples used to support most points. Some points may lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Some quotes may be poorly integrated into sentences; they sometimes appear without analysis relating them to points, or the analysis offers nothing beyond the quote, and links are occasionally unclear. The student only occasionally is able to gauge critically what questions she/he can and cannot answer on the basis of the sources or data used (the paper omits some of the potential and actual limitations of the sources); student may give only passing focus to alternative explanations of evidence presented.</td>
</tr>
<tr>
<td><strong>Use of literature and literature review</strong></td>
<td>Extensive and up-to-date bibliography composed of peer-reviewed academic resources; clearly identifies the appropriate literature; clearly and accurately summarizes the contributions or limitations of the current literature whether conceptual, theoretical or methodological; clearly and convincingly provides a framework for the work presented in the paper.</td>
<td>Up-to-date bibliography but not as extensive as a superior paper; composed of peer reviewed academic resources; usually identifies the relevant literature; on the whole clearly and accurately summarizes the contributions or limitations of the current literature; these are noted but not to the same extent as a superior paper; usually distinguishes the relevant from the irrelevant.</td>
<td>Bibliography meets only stated minimums; may include some sources only tangentially related to the topic; tends to rely on resources that are easily obtained, not exhaustive. Sometimes identifies the relevant literature; usually clearly and accurately summarizes the contributions but may not be able to address limitations of the current literature; only usually distinguishes the relevant from the irrelevant.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Evident, understandable, clear, and appropriate</td>
<td>Clear and appropriate, though may wander</td>
<td>Somewhat unclear, often wanders or jumps</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
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<tr>
<td>Logic and argumentation</td>
<td>Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments are acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made; can usually make connections to the larger discussion within the discipline.</td>
<td></td>
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<tr>
<td>Mechanics</td>
<td>Sentence structure, grammar, and diction are clear and unambiguous; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.</td>
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<tr>
<td>Theoretical Skill</td>
<td>Theory is appropriate to the topic and the text usually clearly and precisely articulates its relevance. Demonstrates overall achievement in grasping the possibilities, implications, and limitations of the theory. Usually recognizes and references major proponents of the theory.</td>
<td></td>
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<tr>
<td>Use of Concepts</td>
<td>On the whole the use of concepts is accurate, effective, and precise. Often recognizes the subtleties and nuances; concepts are clearly defined and, if applicable, appropriately operationalized. Represents inconsistent achievement in grasping concepts. Only occasionally clarifies key concepts effectively; operational definitions may be ineffectively accomplished.</td>
<td></td>
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</tr>
<tr>
<td>Integration of faith and learning</td>
<td>Provides an authentic, meaningful discussion of the relationship between the Christian faith and the topic of the paper. Completely avoids platitudes and provides a meaningful discussion of the relationship between the Christian faith and the topic of the paper. Usually insightful but may rely on a few key concepts. Provides a general discussion of the relationship of the Christian faith to the topic of the paper, but with little depth and insight. Occasionally demonstrates inadequate grasp of concepts; rarely are the key concepts clarified; operational definitions are incomplete or lack sufficient specificity.</td>
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for the format of the paper. Excellent transitions from point to point. Paragraphs support solid topic sentences. Occasionally, May have an occasional unclear transition; paragraphs have strong topic sentences but some paragraphs may be without strong topic sentences around. Some weak transitions, some paragraphs without topic sentences or underdeveloped. existent. Transitions confusing and unclear. Few topic sentences.

Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views. Many logical contradictions, or simply too incoherent to determine.
<table>
<thead>
<tr>
<th>Research Paper</th>
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<tbody>
<tr>
<td><strong>Ethics</strong></td>
<td>All potential ethical issues have been addressed and measures taken to protect subjects/information according to the professional codes of ethics of sociology or anthropology. Any research paper which has inadequate protection of subjects will be considered failing. Appropriate methods used; sampling techniques and sample size are appropriate; instruments are well constructed and relevant to the data needed; research design clearly developed and appropriate to topic; steps taken to maximize internal and external validity.</td>
<td>Major ethical issues have been addressed and measures have been taken to protect subjects/informants according to the professional codes of ethics of sociology or anthropology. Any research paper which has inadequate protection of subjects will be considered failing. Appropriate methods used; sampling techniques and sample size are adequate; instruments are well constructed though may have minor weaknesses. Research design is appropriate to topic; has high level of internal and external validity.</td>
</tr>
<tr>
<td><strong>Data Analysis and Representation</strong></td>
<td>Data representation is clear; well-constructed tables, graphs, and figures; data presented accurately. Data analysis is thorough; if quantitative, appropriate statistical techniques used skillfully.</td>
<td>Data representation is often clear; tables, graphs, and figures are usually well-constructed; data presented accurately. Data analysis is, on the whole thorough. Appropriate statistical techniques used.</td>
</tr>
<tr>
<td><strong>Policy Project:</strong></td>
<td><strong>Historical Background/Cultural Influences</strong></td>
<td>A thorough history of the related policies and practices and relevance to the proposed policy or program. Discusses basis for continuities and discontinuities and their consequences. Examines the cultural influences on the creation of policy and its implementation.</td>
</tr>
</tbody>
</table>
to identify need. The rationale for current policy and who is developing it should be thoroughly discussed and identified.

<table>
<thead>
<tr>
<th>Feasibility</th>
<th>End product is practical and feasible. Time line, steps, responsibilities, and process clearly planned.</th>
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Appendix D—Hundred Concepts Assessment Tool

Introduction

Sociology
The sociological imagination
Social facts
Anomie
Functionalist perspective
Conflict perspective
Interactionist perspective
Latent functions

Methods

Verstehen
Independent variable
Random sample
Control variable
Survey
Ethnography
Experiment
Hypothesis
Validity
Reliability

Culture

Culture
Cultural universals
Dominant culture
Subculture
Counterculture
Culture shock
Cultural relativism
Ethnocentrism

Socialization

Socialization
Anticipatory socialization
Impression management
Looking-glass self
Total institutions

Social Structure and Interaction

Ascribed status
Achieved status
The social construction of reality
Role conflict
Social structure

Groups and Organizations

Primary group
Reference group
Formal organizations
Bureaucracy
McDonaldization of society
Deviance and Crime

- Deviance
- Crime
- White-collar crime
- Medicalization of deviance

Class

- Social stratification
- Caste
- SES
- Class consciousness
- Life chances
- Horizontal mobility
- Structural mobility

Global Inequality

- Colonialism
- Neocolonialism
- World systems

Ethnicity and Race

- Race
- Ethnicity
- Prejudice
- Racism
- Institutional discrimination
- Assimilation
- Racial profiling
- Discrimination
- Affirmative action
- Stereotypes

Gender

- Gender
- Patriarchy
- “Pink-collar” work
- Glass ceiling

Families

- Family
- Kinship
- Marriage
- Matriarchal
- Serial monogamy
- Homogamy

Religion

- Religion
- The Sacred
- Cults

Education

- Education
- Schooling

Economy

- Economy
- Industrial society
- Postindustrial economy
Capitalism
Politics
Power
Authority
Rational-legal authority

Urbanization, Population, and Environment
Demography
Fertility
Fecundity
Sex ratio
Malthusian theory

Social Change
Social movement
Diffusion
Relative deprivation
Gesellschaft
Organic solidarity
Cultural lag
Modernity
Test Questions

1. Sociology is __________.
   A. an awareness of the relationship between an individual and the wider society
   B. the scientific study of social behavior and human groups
   C. concerned with what one individual does or does not do
   D. very narrow in scope

2. Which of the following about the sociological imagination is true? __________
   A. the term was coined by the American sociologist C. Wright Mills in 1959
   B. it describes the process of linking individual experience with social institutions and one's place in history
   C. it emphasis the link between micro and macro social phenomena
   D. all of the above

3. Which of the following is true about social facts? __________
   A. the term was first used by Emile Durkheim
   B. social facts are social patterns external to individuals
   C. social facts are *sui generis*, “of its own particular kind”
   D. all of the above

4. The term *anomie* refers to __________.
   A. a construct, or a made-up model, that serves as a measuring rod against which actual cases can be evaluated
   B. the study of small groups
   C. the loss of direction felt in a society when social control of individual behavior has become ineffective
   D. a set of statements that seeks to explain problems, actions, or behavior

5. Which sociological perspective emphasizes the way in which the parts of a society are structured to maintain its stability? __________ Perspective.
   A. conflict  B. interactionist  C. microsociological  D. functionalist

6. Which sociological perspective assumes that social behavior is best understood in terms of tension between competing groups? __________ perspective
   A. conflict  B. interactionist  C. microsociological  D. functionalist

7. Which theoretical perspective would examine sports on the microlevel by focusing on how day-to-day social behavior is shaped by the distinctive norms, values, and demands of the world of sports? __________ perspective
   A. conflict  B. interactionist  C. microsociological  D. functionalist

8. Unrecognized and unintended consequences of the social structure are called __________.
   A. latent functions  B. manifest functions  C. malfunctions  D. dysfunctions

9. Max Weber argued that sociologists could understand others by imagining themselves in the place of their subject through the use of __________.
   A. the sociological imagination  B. *verstehen*  C. *gemeinschaft*  D. finding latent functions
10. The variable hypothesized to cause or influence another is called the __________ variable.
   A. dependent  B. hypothetical  C. correlation  D. independent

11. What kind of sample is used most frequently by social scientists? __________ sample.
    A. a purposive  B. a haphazard  C. a random  D. a nonscientific
    survey

12. What type of variable is a factor held constant to test the relative impact of the independent
    variable? __________ variable.
    A. control  B. independent  C. dependent  D. hypothetical

13. A study, generally in the form of an interview or questionnaire, is known as a (an) __________.
    A. observation  B. ethnography  C. experiment  D. a survey

14. Anthropologists rely heavily on what type of research? __________
    A. ethnography  B. survey research  C. secondary analysis  D. experimental research

15. When sociologists want to study a possible cause-and-effect relationship, they may use what kind
    of research technique? __________
    A. an ethnography  B. a survey  C. a secondary analysis  D. an experiment

16. A (an) __________ is a testable statement about the relationship between two or more factors
    known as variables.
    A. operational definition  B. theory  C. hypothesis  D. correlation

17. ________ refers to the degree to which a study accurately reflects or assesses the specific concept
    that the researcher is attempting to measure.
    A. reliability  B. validity  C. sampling representativeness  D. predictability

18. ________ is the extent to which an experiment, test, or any measuring procedure yields the
    same result on repeated trials.
    A. reliability  B. validity  C. sampling representativeness  D. predictability

19. Culture is defined as __________.
    A. the structure of relationships within which culture is created and shared through regularized
       patterns of social interaction
    B. the totality of our shared language, knowledge, material objects, and behavior
    C. the established standards of behavior maintained by a society
    D. the norms governing everyday behavior

20. People's need for food, shelter, and clothing can be found in all cultures. These are examples of
    what George Murdock referred to as __________.
    A. norms  B. folkways  C. cultural practices  D. cultural universals

21. The culture of the most powerful group in society is referred to as __________.
22. What term do sociologists use to refer to a segment of society that shares a distinctive pattern of mores, folkways, and values that differs from the pattern of the larger society? _________
A. dominant culture  B. counterculture  C. subculture  D. oppositional culture

23. Subcultures created as a reaction against the values of the dominant culture are referred to as _________.
A. hidden cultures  B. retrocultures  C. countercultures  D. cultural relativism

24. Anyone who feels disoriented, uncertain, out of place, and even fearful when immersed in an unfamiliar culture may be experiencing _________.
A. culture lag  B. culture shock  C. cultural relativism  D. a cultural universal

25. What is the term used when one places a priority on understanding other cultures rather than dismissing them as "strange" or "exotic"? _________.
A. ethnocentrism  B. culture shock  C. cultural relativism  D. argot

26. Evaluating the practices of other cultures on the basis of our own perspective is referred to as _________.
A. ethnocentrism  B. culture shock  C. cultural relativism  D. xenocentrism

27. The assumption of new social and occupational positions occasionally requires us to unlearn a previous orientation. We refer to this process as _________.
A. anticipatory socialization  B. socialization  C. resocialization  D. the life course

28. Suppose a clerk tries to appear busier than he or she actually is when a supervisor happens to be watching. Goffman would say this is a form of _________.
A. degradation ceremony  B. impression management  C. resocialization  D. looking-glass self

29. Charles H. Cooley’s looking-glass self involves _________.
A. perception of effect  B. the perception of how others see us  C. the effect of others’ judgment on how we feel  D. all of the above

30. Prisons, mental hospitals, and the military are all examples of _________.
A. general socialization  B. anticipatory socialization  C. degradation ceremonies  D. total institutions

32. A person’s age is an example of what kind of status? _________.
A. ascribed status  B. achieved status  C. master status  D. role status
33. Student is an example of what kind of status? __________
   A. ascribed status  B. achieved status  C. master status  D. proven status

34. What term refers to the process by which people creatively shape their world as they interact?
   __________
   A. role exit  B. role set  C. social construction of reality  D. taking the role of the other

35. What occurs when incompatible expectations arise from two or more social positions held by the
   same person? __________
   A. role conflict  B. role strain  C. role exit  D. both A and B

36. __________ refers to the way in which a society is organized into predictable relationships.
   A. Social interaction  B. Status  C. Social structure  D. Social role

37. A small group characterized by intimate, face-to-face association, and cooperation is
   referred as a (an) __________.
   A. primary group  B. secondary group  C. in-group  D. out-group

38. What do sociologists call any group that individuals use as a standard for evaluating themselves
   and their own behavior? __________
   A. a coalition  B. a primary group  C. a secondary group  D. a reference group

39. The United States Postal Service, the Boston Pops orchestra, and the college or university where
   you are currently enrolled as a student are all examples of __________.
   A. primary groups  B. reference groups  C. formal organizations  D. coalitions

40. The term “bureaucracy” refers to ________.
   A. an organizational model that operates informally
   B. a large, normative organization
   C. any source of inefficiency in organizational operation.
   D. an organizational model rationally designed to perform tasks efficiently

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42. Which of the following statements about deviance is true? __________
   A. Deviance is always criminal behavior
   B. Deviance is behavior that violates the standards of conduct or expectations of a group or
      society
   C. Deviance is perverse behavior
   D. Deviance is inappropriate behavior that cuts across all cultures and social orders

43. “Crime” differs from “deviance” in that crime ______.
44. What is white-collar crime? __________
   A. The work of a group that regulates relations between various criminal enterprises involved in illegal activities, including prostitution, gambling, and the smuggling and sale of illegal drugs
   B. Illegal acts committed in the course of business activities, often by affluent, "respectable" people
   C. Crime that occurs across multiple national borders
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45. Which of the following illustrates the "medicalization of deviance"? __________
   A. theft being redefined as a “compulsive disorder”
   B. drinking too much being redefined as “alcoholism”
   C. promiscuity being redefined as a “sexual addiction”
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46. "Social stratification" is a concept that refers to __________
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   B. society ranking categories of people in a hierarchy
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47. Which of the following is true about caste system? _________
   A. the system of apartheid in South African was a stark example of a caste system
   B. in a caste system, one’s place in the stratification is an ascribed status
   C. in a caste system, people lack vertical mobility.
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48. SES is socio-economic status. Which of the following is NOT part of its indicators? _______
   A. educational achievement  B. income  C. occupational prestige  D. property

49. What term did Karl Marx use to describe a subjective awareness held by members of a class regarding their common vested interests and need for collective political action to bring about social change? __________
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   C. status group membership    D. the capitalist self

50. Max Weber saw social class as being closely related to people's opportunities to provide themselves with material goods, positive living conditions, and favorable life experiences. These opportunities, conditions, and experiences are called __________.
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51. Airline pilot and police officer have the same occupational prestige ranking. Suppose that a former airline pilot becomes a police officer. Sociologists would refer to this kind of movement as __________ mobility.
   A. vertical   B. intergenerational   C. intragenerational   D. horizontal

52. The concept "structural social mobility" refers to __________
A. cultural beliefs that justify social stratification  
B. change in social position due to people’s own efforts  
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D. change in a family’s social position from one generation to the next  

53. The maintenance of political, social, economic, and cultural domination over a people by a foreign power for an extended period of time is referred to as __________.  
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54. Colonial domination established patterns of economic exploitation that continued even after former colonies achieved independence, as they remained dependent on industrialized nations for managerial and technical expertise, investment capital, and manufactured goods. Such continuing dependence and foreign domination constitute __________.  
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56. The concept “race” refers to __________________.  
A. members of any minority within a multicultural society  
B. skin color, when it is other than white  
C. a shared cultural heritage, including language and religion  
D. a socially constructed category composed of people who share biologically transmitted traits that members of a society consider important  

57. An ethnic group is a social category of people who __________.  
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B. have a consciousness of a common cultural bond  
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58. What term do sociologists use to refer to a negative attitude toward an entire category of people, often an ethnic or racial minority? __________.  
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B. discrimination  
C. prejudice  
D. contact hypothesis  

59. Racism is a form of which of the following? __________.  
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60. What is the term used to refer to the denial of opportunities and equal rights to individuals and groups that results from the normal operations of a society? __________.  
A. institutional discrimination  
B. glass ceiling  
C. prejudice  
D. racism  

61. Ilyena Vasilievna Mironova changed her name to Helen Mirren. This is an example of __________.
A. amalgamation  B. assimilation  C. segregation  D. pluralism

62. Any police-initiated action based on race, ethnicity, or national origin rather than on a person's behavior is referred to as _________.
   A. racism  B. prejudice  C. racial profiling  D. institutional discrimination

63. Suppose that a White employer refuses to hire a Vietnamese American and selects an inferior White applicant instead. This illustrates an act of _________.
   A. prejudice  B. ethnocentrism  C. discrimination  D. stigmatization

64. ________ involves giving priority to minority members for jobs, promotions, and educational opportunities.
   A. Institutional discrimination  B. Amalgamation  C. Apartheid  D. Affirmative action

65. Stereotypes refer to _________.
   A. any generalizations about social life  
   B. exaggerated descriptions applied to everyone in some category  
   C. only positive depictions of a minority  
   D. only negative depictions of a minority

66. Gender refers to _________.
   A. the degree of inequality between men and women in a society  
   B. the secondary sex characteristics of men and women  
   C. the personal traits and social positions that members of a society attach to being female and male  
   D. people's sexual orientation

67. Which of the following concepts refers to social organization in which males dominate females?
   ________.
   A. patriarchy  B. matriarchy  C. monarchy  D. gerontocracy

68. "Pink-collar" work refers to what type of jobs?
   ________
   A. clerical  B. professional  C. housework  D. service work

69. Which of the following terms refers to an invisible barrier that blocks the promotion of a qualified individual in a work environment because of that person's gender, race, or ethnicity?
   ________
   A. glass ceiling  B. institutional discrimination  C. affirmative action  D. contact hypothesis

70. The substantive definition of the family is _________.
   A. a married couple and their unmarried children living together  
   B. an arrangement in which relatives such as grandparents, aunts, or uncles live in the same home as parents and their children  
   C. based on blood, meaning shared genetic heritage, and law, meaning social recognition and affirmation of the bond  

71. Kinship is defined as two or more people who _____________.
   A. know each other well  
   B. are related by blood, marriage, or adoption  
   C. live together  
   D. have the same last name

72. Marriage is a legal relationship that involves _____________.
   A. economic cooperation  
   B. sexual activity  
   C. the bearing and rearing of children  
   D. all of the above

73. In which type of society do women have greater authority than men? _____________.
   A. matriarchal  
   B. patriarchal  
   C. egalitarian  
   D. authoritarian

74. The form of marriage in which a person may have several spouses in his or her life but only one spouse at a time is referred to as _____________.
   A. serial monogamy  
   B. monogamy  
   C. polygamy  
   D. polyandry

75. Marrying people with similar social backgrounds, such as within one’s own ethnic or race group, is called _____________.
   A. homogamy  
   B. miscegenation  
   C. assimilation  
   D. acculturation

76. Religion is a social institution that is best defined as involving _____________.
   A. beliefs and practices concerning what is sacred  
   B. beliefs about creation  
   C. beliefs about right and wrong  
   D. norms about how to live

77. Durkheim referred to elements of religion set apart from ordinary activity, seen as hold, and protected by special rites and rituals as the ________.
   A. profane  
   B. sanctified  
   C. sacred  
   D. revered

78. Cults are religious groups that are _____________.
   A. generally devoted to a specific cause  
   B. apt to exit outside the mainstream of society  
   C. generally devoted to a charismatic leader  
   D. all of the above

79. Education is the social institution by which society provides people with important knowledge, including _____________.
   A. job skills  
   B. basic facts and information  
   C. cultural norms and values  
   D. All of the above

80. Sociologists refer to the more formal, institutionalized aspects of education as _____________.
   A. socialization  
   B. schooling  
   C. the three R’s  
   D. industrialized education

81. The term economic system refers to _____________.
   A. business and management in any society  
   B. the social institution through which goods and services are produced, distributed, and consumed  
   C. money and banking  
   D. capitalism
82. An industrial society ________.
   A. is always a capitalist society
   B. is always a socialist society
   C. depends on mechanization to produce its goods and services
   D. is necessarily laissez-faire

83. The postindustrial economy is defined by ____________.
   A. the spread of factories
   B. mass production of goods and services
   C. manufacturing of raw materials
   D. computer technology

84. Capitalism is an economic system in which there is ____________.
   A. government control of production
   B. private ownership of productive property
   C. pursuit of collective interests
   D. All of the above

85. As a social institution, "politics" refers to ____________.
   A. the distribution of power and societal decision making
   B. bureaucratic officials
   C. a society's degree of income distribution
   D. any country's formal government

86. According to Max Weber, ____________ is the ability to exercise one's will over others.
   A. power
   B. politics
   C. authority
   D. terrorism

87. As Max Weber saw it, the essential difference between power and authority is that ________.
   A. authority is more rational
   B. people perceive authority as legitimate rather than coercive
   C. power involves a claim to justice
   D. power is more likely to get the job done

88. Which type of authority involves power made legitimate by law? ____________
   A. rational-legal
   B. charismatic
   C. traditional
   D. informal

89. Demography is defined as the study of ____________.
   A. democratic politics
   B. human population
   C. human culture
   D. the physical environment

90. Fertility refers to ________.
   A. life expectancy for a nation’s children
   B. the study of women having children
   C. the maximum number of children a woman can have
   D. the incidence of childbearing in a nation’s population

91. The maximum possible childbearing for women is called ________.
   A. the crude birth rate
   B. fertility
   C. fecundity
   D. the refined birth rate

92. The demographic measure called "sex ratio" refers to ________.
   A. how effectively couples conceive children
   B. the number of males for every 100 females in the population
   C. the number of females for every 100 males in the population
D. the ratio of children to adults in a population

93. Thomas Robert Malthus argued that __________.
   A. population would increase in geometric progression
   B. food and other resources would increase in arithmetic progression
   C. people would reproduce to a point that the planet could not support them
   D. All of the above

94. Sociologists use the term social movements in reference to __________.
   A. revolutions
   B. expressions of public opinion
   C. organized collective activities to bring about or resist fundamental change in an existing group or society
   D. none of the above

95. What term do sociologists use to refer to the process by which a cultural item spreads from group to group or society to society? __________
   A. innovation
   B. Globalization
   C. Diffusion
   D. cultural relativism

96. You are a student and do not own a car. All of your close friends who are attending your college or university have vehicles of their own. You feel downtrodden and dissatisfied. You are experiencing __________.
   A. relative deprivation
   B. resource mobilization
   C. false consciousness
   D. depression

97. According to Ferdinand Tönnies, social organization in which people come together only on the basis of individual self-interest is called ________.
   A. Gemeinschaft
   B. Gesellschaft
   C. mechanical solidarity
   D. organic solidarity

98. In a society marked by organic solidarity ________.
   A. individuals play a great variety of roles and unity is based on role differentiation
   B. the roles that people play are very similar
   C. individuals share the same values and hold the same things sacred
   D. there is a complete lack of collective consciousness

99. The concept "cultural lag" refers to the fact that ________.
   A. time often seems to stand still
   B. material culture (things) usually change faster than nonmaterial culture (ideas and attitudes)
   C. some societies change faster than others
   D. most change involves returning to earlier patterns

100. Modernity is the concept used for the social patterns that emerged in the wake of the __________.
    A. discovery of the plow and wheel
    B. fall of Rome
    C. Industrial Revolution
    D. Information Revolution
Introduction

1. Sociology
   Sociology is __________.
   A. an awareness of the relationship between an individual and the wider society
   B. the scientific study of social behavior and human groups
   C. concerned with what one individual does or does not do
   D. very narrow in scope

2. The sociological imagination
   Which of the following about the sociological imagination is true?
   __________
   A. the term was coined by the American sociologist C. Wright Mills in 1959
   B. it describes the process of linking individual experience with social institutions and one’s place in history
   C. it emphasis the link between micro and macro social phenomena
   D. all of the above

3. Social facts
   Which of the following is true about social facts?
   __________
   A. the term was first used by Emile Durkheim
   B. social facts are social patterns external to individuals
   C. social facts are \textit{sui generis}, “of its own particular kind”
   D. all of the above

4. Anomie
   The term \textit{anomie} refers to __________.
   A. a construct, or a made-up model, that serves as a measuring rod against which actual cases can be evaluated
   B. the study of small groups
   C. the loss of direction felt in a society when social control of individual behavior has become ineffective
   D. a set of statements that seeks to explain problems, actions, or behavior

5. Functionalist perspective
   Which sociological perspective emphasizes the way in which the parts of a society are structured to maintain its stability?
   __________
   A. conflict perspective
   B. interactionist perspective
   C. microsociology
   D. functionalist perspective

6. Conflict perspective
   Which sociological perspective assumes that social behavior is best understood in terms of tension between competing groups?
   __________
   A. conflict perspective
   B. interactionist perspective
   C. microsociology
   D. functionalist perspective

7. Interactionist perspective
   Which theoretical perspective would examine sports on the microlevel by focusing on how day-to-day social behavior is shaped by the distinctive norms, values, and demands of the world of sports?
   __________
A. interactionist perspective
B. conflict perspective
C. functionalist perspective
D. macrosociology

8. Latent functions
   Unrecognized and unintended consequences of the social structure are called __________.
   A. latent functions
   B. manifest functions
   C. malfunctions
   D. dysfunctions

   Methods

9. Verstehen
   Max Web argued that sociologists could understand others by imagining themselves in the place
   of their subject through the use of __________.
   A. the sociological imagination
   B. verstehen
   C. gemeinschaft
   D. finding latent functions

10. Independent variable
    The variable hypothesized to cause or influence another is called the __________.
    A. dependent variable
    B. hypothetical variable
    C. correlation variable
    D. independent variable

11. Random sample
    What kind of sample is used most frequently by social scientists? __________
    A. a purposive sample
    B. a haphazard sample
    C. a random sample
    D. a nonscientific sample

12. Control variable
    What type of variable is a factor held constant to test the relative impact of the independent
    variable? __________
    A. control variable
    B. independent variable
    C. dependent variable
    D. hypothetical variable

13. Survey
    A study, generally in the form of an interview or questionnaire, is known as a (an) __________.
    A. observation
    B. ethnography
    C. experiment
    D. survey

14. Ethnography
    Anthropologists rely heavily on what type of research? __________
    A. ethnography
15. Experiment
When sociologists want to study a possible cause-and-effect relationship, they may use what kind of research technique? __________
A. an ethnography
B. a survey
C. a secondary analysis
D. an experiment

16. Hypothesis
A (an) __________ is a testable statement about the relationship between two or more factors known as variables.
A. operational definition
B. theory
C. hypothesis
D. correlation

17. Validity
_________ refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure.
A. reliability
B. validity
C. sampling representativeness
D. predictability

18. Reliability
_________ is the extent to which an experiment, test, or any measuring procedure yields the same result on repeated trials.
A. reliability
B. validity
C. sampling representativeness
D. predictability

19. Culture
Culture is defined as __________.
A. the structure of relationships within which culture is created and shared through regularized patterns of social interaction
B. the totality of our shared language, knowledge, material objects, and behavior
C. the established standards of behavior maintained by a society
D. the norms governing everyday behavior

20. Cultural universals
People's need for food, shelter, and clothing can be found in all cultures. These are examples of what George Murdock referred to as __________.
A. norms
B. folkways
C. cultural practices
D. cultural universals
21. Dominant culture
   The culture of the most powerful group in society is referred to as _________.
   A. subculture
   B. dominant culture
   C. counterculture
   D. oppositional culture

22. Subculture
   What term do sociologists use to refer to a segment of society that shares a distinctive pattern of
   mores, folkways, and values that differs from the pattern of the larger society? _________
   A. dominant culture
   B. counterculture
   C. subculture
   D. superculture

23. Counterculture
   Subcultures created as a reaction against the values of the dominant culture are referred to as ______.
   A. hidden cultures
   B. retrocultures
   C. countercultures
   D. cultural relativism

24. Culture shock
   Anyone who feels disoriented, uncertain, out of place, and even fearful when immersed in an
   unfamiliar culture may be experiencing _________.
   A. culture lag
   B. culture shock
   C. cultural relativism
   D. a cultural universal

25. Cultural relativism
   What is the term used when one places a priority on understanding other cultures rather than
   dismissing them as "strange" or "exotic"? _________.
   A. ethnocentrism
   B. culture shock
   C. cultural relativism
   D. argot

26. Ethnocentrism
   Evaluating the practices of other cultures on the basis of our own perspective is referred to
   as_________.
   A. ethnocentrism
   B. culture shock
   C. cultural relativism
   D. xenocentrism

Socialization

27. Socialization
   What is the term used by sociologists to refer to the process whereby people learn the attitudes,
   values, and behaviors appropriate for members of a particular culture? _________.
   A. enculturation
28. Anticipatory socialization
   The assumption of new social and occupational positions occasionally requires us to unlearn a previous orientation. We refer to this process as _________.
   A. anticipatory socialization
   B. socialization
   C. resocialization
   D. the life course

29. Impression management
   Suppose a clerk tries to appear busier than he or she actually is when a supervisor happens to be watching. Goffman would say this is a form of _________.
   A. degradation ceremony
   B. impression management
   C. resocialization
   D. looking-glass self

30. Looking-glass self
   Charles H. Cooley’s looking-glass self involves _________.
   A. perception of effect
   B. the perception of how others see us
   C. the effect of others’ judgment on how we feel
   D. all of the above

31. Total institutions
   Prisons, mental hospitals, and the military are all examples of _________.
   A. general socialization
   B. anticipatory socialization
   C. degradation ceremonies
   D. total institutions

32. Ascribed status
   A person's age is an example of what kind of status? _________.
   A. ascribed status
   B. achieved status
   C. master status
   D. role status

33. Achieved status
   Student is an example of what kind of status? _________.
   A. ascribed status
   B. achieved status
   C. master status
   D. proven status

34. The social construction of reality
   What term refers to the process by which people creatively shape their world as they interact? ______
   A. role exit
B. role set  
C. social construction of reality  
D. taking the role of the other  

35. Role conflict  
What occurs when incompatible expectations arise from two or more social positions held by the same person?  
A. role conflict  
B. role strain  
C. role exit  
D. both A and B  

36. Social structure  
__________ refers to the way in which a society is organized into predictable relationships.  
A. Social interaction  
B. Status  
C. Social structure  
D. Social role  

37. Primary group  
A small group characterized by intimate, face-to-face association and cooperation is referred as a (an) __________.  
A. primary group  
B. secondary group  
C. in-group  
D. out-group  

38. Reference group  
What do sociologists call any group that individuals use as a standard for evaluating themselves and their own behavior? __________  
A. a coalition  
B. a primary group  
C. a secondary group  
D. a reference group  

39. Formal organizations  
The United States Postal Service, the Boston Pops orchestra, and the college or university where you are currently enrolled as a student are all examples of __________.  
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**Deviance and Crime**

42. Deviance
Which of the following statements about deviance is true? __________
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C. Deviance is perverse behavior
D. Deviance is inappropriate behavior that cuts across all cultures and social orders

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“Crime” differs from “deviance” in that crime ______.
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B. is always less serious
C. is a violation of norms enacted into law
D. involves a larger share of the population

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What is white-collar crime? ____________
A. The work of a group that regulates relations between various criminal enterprises involved in illegal activities, including prostitution, gambling, and the smuggling and sale of illegal drugs
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**Class**

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   themselves with material goods, positive living conditions, and favorable life experiences. These
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   The concept "structural social mobility" refers to ____________
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   B. change in social position due to people’s own efforts
   C. change in the social position of many people due to changes in society itself
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53. Colonialism
   The maintenance of political, social, economic, and cultural domination over a people by a
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**Ethnicity and Race**

56. Race
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C. a shared cultural heritage, including language and religion
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An ethnic group is a social category of people who __________.
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Racism is a form of which of the following? __________
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What is the term used to refer to the denial of opportunities and equal rights to individuals and groups that results from the normal operations of a society? __________
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B. glass ceiling  
C. prejudice  
D. racism

61. Assimilation  
Ilyena Vasilievna Mironova changed her name to Helen Mirren. This is an example of _________.  
A. amalgamation  
B. assimilation  
C. segregation  
D. pluralism

62. Racial profiling  
Any police-initiated action based on race, ethnicity, or national origin rather than on a person's behavior is referred to as _________.  
A. racism  
B. prejudice  
C. racial profiling  
D. institutional discrimination

63. Discrimination  
Suppose that a White employer refuses to hire a Vietnamese American and selects an inferior White applicant instead. This illustrates an act of _________.  
A. prejudice  
B. ethnocentrism  
C. discrimination  
D. stigmatization

64. Affirmative action  
____________ involves giving priority to minority members for jobs, promotions, and educational opportunities.  
A. Institutional discrimination  
B. Amalgamation  
C. Apartheid  
D. Affirmative action

65. Stereotypes  
Stereotypes refer to _________.  
A. any generalizations about social life  
B. exaggerated descriptions applied to everyone in some category  
C. only positive depictions of a minority  
D. only negative depictions of a minority

Gender

66. Gender  
Gender refers to _________.  
A. the degree of inequality between men and women in a society  
B. the secondary sex characteristics of men and women  
C. the personal traits and social positions that members of a society attach to being female and male  
D. people's sexual orientation
67. Patriarchy
Which of the following concepts refers to social organization in which males dominate females? _______.
A. patriarchy
B. matriarchy
C. monarchy
D. gerontocracy

68. “Pink-collar” work
"Pink-collar" work refers to what type of jobs? ________
A. clerical
B. professional
C. housework
D. service work

69. Glass ceiling
Which of the following terms refers to an invisible barrier that blocks the promotion of a qualified individual in a work environment because of that person's gender, race, or ethnicity? ________
A. glass ceiling
B. institutional discrimination
C. affirmative action
D. contact hypothesis

Families

70. Family
The substantive definition of the family is ____________.
A. a married couple and their unmarried children living together
B. an arrangement in which relatives such as grandparents, aunts, or uncles live in the same home as parents and their children
C. based on blood, meaning shared genetic heritage, and law, meaning social recognition and affirmation of the bond
D. a group of friends who are referred to as members of a person's family

71. Kinship
Kinship is defined as two or more people who ___________.
A. know each other well
B. are related by blood, marriage, or adoption
C. live together
D. have the same last name

72. Marriage
Marriage is a legal relationship that involves ____________.
A. economic cooperation
B. sexual activity
C. the bearing and rearing of children
D. all of the above

73. Matriarchal
In which type of society do women have greater authority than men? ________
A. matriarchal
B. patriarchal
C. egalitarian
D. authoritarian
74. Serial monogamy

The form of marriage in which a person may have several spouses in his or her life but only one spouse at a time is referred to as __________.
A. serial monogamy
B. monogamy
C. polygamy
D. polyandry

75. Homogamy

Marrying people with similar social backgrounds, such as within one’s own ethnic or race group, is called __________.
A. homogamy
B. miscegenation
C. assimilation
D. acculturation

Religion

76. Religion

Religion is a social institution that is best defined as involving __________.
A. beliefs and practices concerning what is sacred
B. beliefs about creation
C. beliefs about right and wrong
D. norms about how to live

77. The Sacred

Durkheim referred to elements of religion set apart from ordinary activity, seen as holy, and protected by special rites and rituals as the _______.
A. profane
B. sanctified
C. sacred
D. revered

78. Cults

Cults are religious groups that are __________.
A. generally devoted to a specific cause
B. apt to exit outside the mainstream of society
C. generally devoted to a charismatic leader
D. all of the above

Education

79. Education

Education is the social institution by which society provides people with important knowledge, including __________.
A. job skills
B. basic facts and information
C. cultural norms and values
D. All of the above

80. Schooling

Sociologists refer to the more formal, institutionalized aspects of education as __________.
A. socialization
B. schooling  
C. the three R's  
D. industrialized education

**81. Economy**  
The term economic system refers to __________.  
A. business and management in any society  
B. the social institution through which goods and services are produced, distributed, and consumed  
C. money and banking  
D. capitalism

**82. Industrial society**  
An industrial society _________.  
A. is always a capitalist society  
B. is always a socialist society  
C. depends on mechanization to produce its goods and services  
D. is necessarily laissez-faire

**83. Postindustrial economy**  
The postindustrial economy is defined by __________.  
A. the spread of factories  
B. mass production of goods and services  
C. manufacturing of raw materials  
D. computer technology

**84. Capitalism**  
Capitalism is an economic system in which there is __________.  
A. government control of production  
B. private ownership of productive property  
C. pursuit of collective interests  
D. All of the above

**85. Politics**  
As a social institution, "politics" refers to ______________.  
A. the distribution of power and societal decision making  
B. bureaucratic officials  
C. a society's degree of income distribution  
D. any country's formal government

**86. Power**  
According to Max Weber, __________ is the ability to exercise one's will over others.  
A. power  
B. politics  
C. authority  
D. terrorism

**87. Authority**  
As Max Weber saw it, the essential difference between power and authority is that _______.  
A. authority is more rational
B. people perceive authority as legitimate rather than coercive
C. power involves a claim to justice
D. power is more likely to get the job done

88. Rational-legal authority
Which type of authority involves power made legitimate by law? __________
A. rational-legal
B. charismatic
C. traditional
D. informal

89. Demography
Demography is defined as the study of ____________.
A. democratic politics
B. human population
C. human culture
D. the physical environment

90. Fertility
Fertility refers to ________.
A. life expectancy for a nation’s children
B. the study of women having children
C. the maximum number of children a woman can have
D. the incidence of childbearing in a nation’s population

91. Fecundity
The maximum possible childbearing for women is called _____.
A. the crude birth rate
B. fertility
C. fecundity
D. the refined birth rate

92. Sex ratio
The demographic measure called "sex ratio" refers to ________.
A. how effectively couples conceive children
B. the number of males for every 100 females in the population
C. the number of females for every 100 males in the population
D. the ratio of children to adults in a population

93. Malthusian theory
Thomas Robert Malthus argued that ____________.
A. population would increase in geometric progression
B. food and other resources would increase in arithmetic progression
C. people would reproduce to a point that the planet could not support them
D. All of the above

Social Change

94. Social movement
Sociologists use the term social movements in reference to __________.
A. revolutions
B. expressions of public opinion
95. **Innovation**
   What term do sociologists use to refer to the process by which a cultural item spreads from group to group or society to society? _________
   A. innovation  
   B. globalization  
   C. diffusion  
   D. cultural relativism

96. **Relative deprivation**
   You are a student and do not own a car. All of your close friends who are attending your college or university have vehicles of their own. You feel downtrodden and dissatisfied. You are experiencing ________.
   A. relative deprivation  
   B. resource mobilization  
   C. false consciousness  
   D. depression

97. **Gesellschaft**
   According to Ferdinand Tönnies, social organization in which people come together only on the basis of individual self-interest is called ________.
   A. Gemeinschaft  
   B. Gesellschaft  
   C. mechanical solidarity  
   D. organic solidarity

98. **Organic solidarity**
   In a society marked by organic solidarity ________.
   A. individuals play a great variety of roles and unity is based on role differentiation  
   B. the roles that people play are very similar  
   C. individuals share the same values and hold the same things sacred  
   D. there is a complete lack of collective consciousness

99. **Cultural lag**
   The concept "cultural lag" refers to the fact that ________.
   A. time often seems to stand still  
   B. material culture (things) usually change faster than nonmaterial culture (ideas and attitudes)  
   C. some societies change faster than others  
   D. most change involves returning to earlier patterns

100. **Modernity**
    Modernity is the concept used for the social patterns that emerged in the wake of the ________.
    A. discovery of the plow and wheel  
    B. fall of Rome  
    C. Industrial Revolution  
    C. Information Revolution
MEMO

TO: Warren Rogers, Interim Academic Dean
Marianne Robins, Director of Assessment
Program Review Committee

FROM: Laura Montgomery, Chair, Department of Sociology-Anthropology

DATE: 15 February 2009

RE: Request for Course Reduction

I am requesting a course reduction for the 2009-2010 academic year to complete the necessary tasks and prepare the final report for our 6-year department review. These are the tasks currently underway and a part of our department meeting agendas as per our 2008-2009 annual report:

1. Discussion of how to strengthen faith and learning outcomes—Conversation began in the fall with each faculty member sharing techniques and assignments for addressing this area of outcomes. It is an on-going discussion item at department meetings.

2. Development of alumni survey which will focus upon learning outcomes as well as gather other information important to the department. Ron Enroth has taken the lead in this task and will present a draft at the 4/7 department meeting.

3. Assessment of internship supervisor evaluations in light of learning outcomes. Judy Alexandre is heading this effort and will present her preliminary findings at the 3/24 department meeting. If necessary revise evaluation form to reflect departmental outcomes

4. Development of Orientation Materials for Majors. Thomas Jayawardene is coordinating this and will have materials to review by May 18 for our May/June assessment meeting.

5. Formative Assessment Tool. Xuefeng Zhang will develop this instrument based on our “100 Essential Concept” by May 18. We will discuss a draft at our May/June assessment meeting.

6. Administration of the Intercultural Development Inventory—This will be administered by me, but is currently postponed until Fall 2009.
7. Over the next two weeks I will be requesting statistical information from the Office of Institutional Research regarding teaching and advising loads, number of graduates, etc.

8. Administration of the Senior Questionnaire through the senior seminar.

9. Continuing discussion of alignment of courses with learning outcomes

10. Administer evaluations of department retreat scheduled for 3/10.

Purpose of Course Release:

1. Coordinate, oversee, and summarize the May/June 2009 meetings where we will again assess senior seminar papers and discuss our progress and the results of our work during the fall and spring 2008-2009. One task will be to evaluate the curriculum using the American Sociological Association guidelines for an undergraduate sociology major.

2. Based on May/June meetings develop for each department member a detailed schedule of tasks with assignments. (Summer 2009)

3. Fall 2009:

- Coordinate the administration and analysis of alumni survey and discuss results with department—Ron Enroth and Laura Montgomery
- Implement revised (if necessary) internship supervisor form and assess results—Judy Alexandre
- Administer pre and post IDI to majors participating in off-campus programs—Laura Montgomery.
- Implement, monitor use, and assess impact of orientation materials for majors as a part of advising—All department members will assist in this.
- Analyze statistical information from Office of Institutional Research and discuss implications with department—Laura Montgomery
- Distribute the senior seminar papers assessed at May/June meeting to external reviewers—Laura Montgomery.
- Administer Assessment of the “100 Essential Concepts” in introduction to sociology courses—all instructors of SOC 001; possible administration in SOC 171—Sociological Theory—Xuefeng Zhang
- Prepare drafts for 6-year review report and circulate to department members sections 2; 3; 4.A3-4 (1-2 already completed).

4. Spring 2010

- Implement revised (if necessary) internship supervisor form and assess results—Judy Alexandre
• Administer pre and post IDI to majors participating in off-campus programs—Laura Montgomery.
• Implement, monitor use, and assess impact of orientation materials for majors as a part of advising—All department members will assist in this.
• Administer Assessment of the “100 Essential Concepts” in introduction to sociology courses—all instructors of SOC 001 and SOC 195 Senior Seminar—Ron Enroth
• Update section 4.B of 6-year review report and circulate to department members; prepare draft of sections 5 (as appropriate) and 6 and circulate for comment

5. Summer 2010
• Revisions to section 4 per results of May/June 2010 department assessment meeting. Circulate for comment.
• Draft section 7 and circulate for comment
• Have draft of entire report and circulate for comment by June 30.
• Submit final report to Program Review Committee by 15 Sept. 2010

I have not provided exact dates for 2009-2010 department meetings as that scheduling is determined at the beginning each semester based on other meetings. However, each semester, the department has 6-8 department meetings, and we regularly schedule program assessment. (Agendas and Minutes provided upon request.)