

# INSTRUCTOR'S MANUAL AND TEST BANK

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# **SOCIAL PSYCHOLOGY: SOCIOLOGICAL PERSPECTIVES**

**THIRD EDITION**

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# Chapter 1 Introduction to Sociological Social Psychology

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## Chapter Goal

This chapter is designed to give students an understanding of how sociologists study social psychology and its role in the larger field of sociology. Students will gain an understanding of the distinction between psychology and sociology and be able to explain the major sociological social-psychology perspectives.

## Chapter Outline

- I. Sociology, Psychology, and Social Psychology
  - A. Macrosociology and Microsociology
  - B. Sociological and Psychological Social Psychology
  - C. Historical Context of Sociological Social Psychology
  - D. Section Summary
  - E. The Take-Away Message
  
- II. Perspectives in Sociological Social Psychology
  - A. Symbolic Interactionism
  - B. Social Structure and Personality
  - C. Group Processes
  - D. Section Summary
  - E. The Take-Away Message
  
- III. Your Social Psychological Toolkit
  - A. The Sociological Imagination
  - B. Other Tools in Your Kit
    - 1. Social Norms and Values
    - 2. Statuses and Roles
    - 3. Organizations and Institutions
    - 4. Culture
  - C. Section Summary
  - D. The Take-Away Message
  
- IV. Bringing It All Together
  
- V. Summary
  
- VI. Key Terms and Concepts

VII. Discussion Question

**Test Questions**

**Part I. Matching Items**

Match the term to its definition by filling in the letter before the term in the appropriate blank.

A. Organizations	H. Symbolic interactionism	O. Breaching experiments
B. Social psychology	I. Social institution	P. Psychology
C. Social structure	J. Group processes	Q. Macrosociology
D. Roles	K. Microsociology	R. Sociology
E. Sociological imagination	L. Social structure and personality	S. Culture
F. Ethnomethodology	M. Social norms	
G. Values	N. Status	

\_\_\_\_\_ The study of the effects of society on social-psychological processes, also known as sociological social psychology. [Answer: K]

\_\_\_\_\_ A society's set of unique patterns of behavior and beliefs. [Answer: S]

\_\_\_\_\_ A method of studying society through observation of people's typical day-to-day interactions. [Answer: F]

\_\_\_\_\_ Experiments that violate the established social order to assess how people construct social reality. [Answer: O]

\_\_\_\_\_ A perspective within sociological social psychology that examines how basic social processes operate in group contexts. [Answer: J]

\_\_\_\_\_ The study of large-scale social processes. [Answer: Q]

\_\_\_\_\_ Groups that share a common purpose and contain a formal set of rules and an authority structure. [Answer: A]

\_\_\_\_\_ The study of human thought processes and behaviors. [Answer: P]

\_\_\_\_\_ A set of expectations about how to behave, think, or feel. [Answer: D]

\_\_\_\_\_ Patterns of interactions in which behavior within a large group is guided by a common set of norms and roles. [Answer: I]

- \_\_\_\_\_ Persisting patterns of behavior and interaction between people within identified social positions. [Answer: C]
- \_\_\_\_\_ A perspective within sociological social psychology that focuses on the connections between larger societal conditions and the individual. [Answer: L]
- \_\_\_\_\_ The systematic study of people’s thoughts, feelings, and behavior in social contexts. [Answer: B]
- \_\_\_\_\_ Deeply held ideals and beliefs. [Answer: G]
- \_\_\_\_\_ The ability to see personal lives in the context of the larger society—its history, culture, and social structure. [Answer: E]
- \_\_\_\_\_ The rules that regulate our behavior in relationships. [Answer: M]
- \_\_\_\_\_ The systematic study of society. [Answer: R]
- \_\_\_\_\_ A perspective within sociological social psychology that emphasizes the study of how people negotiate the meaning of social life during their interactions with other people. [Answer: H]
- \_\_\_\_\_ A person’s position in a group or society that is associated with varying levels of esteem and respect. [Answer: N]

**Part II. Multiple-Choice Questions**

Circle the response that best answers the question.

1. How can macrosociological perspectives be used to study individual-level, or micro-level, interactions?
- A) Macrosociological conditions may cause some individual-level conditions to exist in the first place.
  - B) Differences in our macrosociological conditions are irrelevant to the way we react to life events.
  - C) Life events that affect us the most are never caused by societal conditions.
  - D) Macrosociological perspectives cannot be used to study individual-level interactions.

*Answer: A     Page Ref: 6-7*

2. Janna wanted to study the effects of a larger social condition—population size—on an individual’s decision to commit suicide. Which social-psychological perspective is she most likely to use?
- A) psychology
  - B) sociology
  - C) sociological social psychology
  - D) psychological social psychology

*Answer: C Page Ref: 3*

3. A comparison of poverty rates across countries is common to the study of \_\_\_\_\_.
- A) microsociology
  - B) macrosociology
  - C) psychology
  - D) social psychology

*Answer: B Page Ref: 5*

4. Which macrosociological perspective views society as a biological organism in which each part of the body has a function that promotes the survival of the whole?
- A) conflict perspective
  - B) symbolic interactionism
  - C) behavioralism
  - D) structural functionalism

*Answer: D Page Ref: 6, Box 1.2*

5. Joe started noticing that kids from higher social classes tend to get accepted to better colleges than kids from middle and lower social classes. His analysis is probably rooted in which macrosociological perspective?
- A) conflict perspective
  - B) symbolic interactionism
  - C) behavioralism
  - D) structural functionalism

*Answer: A Page Ref: 6, Box 1.2*

6. Structural functionalism is associated with \_\_\_\_\_, whereas the conflict perspective is associated with \_\_\_\_\_.
- A) Karl Marx; Emile Durkheim
  - B) C. Wright Mills; Emile Durkheim
  - C) Emile Durkheim; Auguste Comte
  - D) Emile Durkheim; Karl Marx

*Answer: D Page Ref: 6, Box 1.2*

7. Sociological social psychology is different from psychological social psychology in that \_\_\_\_\_.
- A) it focuses on the effects of biology on individual behavior
  - B) it is always more scientific
  - C) it is a subfield of psychology
  - D) it is more likely to take into account the effects of structural forces and statuses

*Answer: D Page Ref: 8-9*

8. Social psychology is the systematic study of individual thoughts, feelings, and behavior in a social context. Which of the following social contexts is more likely to be studied by sociologists than psychologists?
- A) a small group
  - B) a family group
  - C) an ethnic group
  - D) a friendship group

*Answer: C Page Ref: 3*

9. The term “sociology” was first defined by \_\_\_\_\_.
- A) Emile Durkheim
  - B) Herbert Blumer
  - C) C. Wright Mills
  - D) Auguste Comte

*Answer: D Page Ref: 9*

10. In what year was the term “sociology” coined?
- A) 1776
  - B) 1895
  - C) 1838
  - D) 1901

*Answer: C Page Ref: 9*

11. Which early sociologist emphasized the role of society in the development of the self?
- A) George Herbert Mead
  - B) Karl Marx
  - C) Georg Simmer
  - D) Herbert Blumer

*Answer: A Page Ref: 11-12*

12. Which sociological social-psychology perspective emphasizes the role of meaning and how people negotiate meaning?
- A) symbolic interactionism
  - B) social structure and personality
  - C) group processes
  - D) structural functionalism

*Answer: A Page Ref: 13-14*

13. Which sociological social-psychology perspective emphasizes the importance of relationships and positions?

- A) symbolic interactionism
- B) social structure and personality
- C) group processes
- D) structural functionalism

*Answer: B Page Ref: 14*

14. Which sociological social-psychology perspective emphasizes the importance of interactions within groups?

- A) symbolic interactionism
- B) social structure and personality
- C) group processes
- D) structural functionalism

*Answer: C Page Ref: 14*

15. The term “sociological imagination” is associated with which social theorist?

- A) Emile Durkheim
- B) Max Weber
- C) C. Wright Mills
- D) Auguste Comte

*Answer: C Page Ref: 16-17*

16. The expectation to look someone in the eye when talking with them refers to a \_\_\_\_\_.

- A) norm
- B) role
- C) value
- D) belief

*Answer: A Page Ref: 18-19*

17. Derek’s job as a supervisor refers to his relative \_\_\_\_\_ in the company, whereas the expectations for how to behave on the job refers to his \_\_\_\_\_.

- A) role; status
- B) job; role
- C) status; role
- D) status; job

*Answer: C Page Ref: 19*

18. Which institution regulates sexual relations and childrearing in society?

- A) economy and work
- B) politics
- C) family
- D) religion

*Answer: C Page Ref: 20*

19. Which institution refers to the rituals and beliefs regarding sacred things?

- A) economy and work
- B) politics
- C) family
- D) religion

*Answer: D Page Ref: 20*

20. Country flags represent which elements of culture?

- A) languages
- B) norms
- C) symbols
- D) values and beliefs

*Answer: C Page Ref: 21*

### ***Part III. Essay Questions***

Answer the questions in your own words.

1. Think about the concept of poverty. How would a macro-level sociologist study this concept differently than a micro-level sociologist?

2. How do sociologists study the impact of society on individual thoughts, feelings, and behavior? That is, what tools and concepts do they employ to explain how society affects individuals and how individuals affect society?

3. You were given a number of tools and concepts to help you study human behavior, including statuses, roles, groups, and organizations. Describe one of these concepts and explain how knowing about it can help you understand human thoughts, feelings, and behavior.

### ***Part IV. Vignette Analysis***

Read the vignette and answer the questions that follow.

*Jean's best friend, Janet, recently got promoted to a management position in the company where they both work. The new job is associated with more pay and prestige. Jean notices that Janet is spending*

*more of her time, on and off the job, with her friends in management. Over dinner, Janet confides in Jean that she is really perturbed by the poor behavior of her former coworkers, that they have bad attitudes on the job, and that she doesn't know how to handle them now that she is their supervisor. Jean and Janet continue to be friends but they don't interact as much at work any more.*

1. What level of analysis does this vignette reflect?

- A) psychological level of analysis
- B) macrosociological level of analysis
- C) anthropological level of analysis
- D) microsociological level of analysis

*Answer: D Page Ref: 6-7*

2. Which social-psychological perspective best explains Janet's change in attitude and behavior after getting promoted to a management position?

- A) symbolic interactionism
- B) social structure and personality
- C) group processes
- D) structural functionalism

*Answer: B Page Ref: 13-14*

3. Which elements of the sociological tool box can best help us understand Janet's behavior in this story?

- A) institutions
- B) statuses
- C) organizations
- D) institutions

*Answer: B Page Ref: 19-20*

4. In which social institution does this vignette occur?

- A) economy and work
- B) politics
- C) family
- D) religion

*Answer: A Page Ref: 19-20*

5. Apply one of the three social-psychological perspectives (i.e., symbolic interactionism, social structure and personality, or group processes) to explain the behavior of one or more of the individuals in the vignette. First, describe the perspective in your own words. Second, apply that perspective to explain why one or more of the individuals acted the way that she did.

## Lecture Ideas

1. To illustrate the link between the individual and society, provide students with a few examples of institutions (e.g., work, school, or church) that might organize and influence their day-to-day actions and decisions.
2. Lecture on individual decisions that have societal influences to illustrate the impact society has on the individual. You may choose to discuss relationship progression, career choices, or education decisions as examples.
3. Choose a current social event that is a “hot topic” to illustrate the sociological imagination. Lecture on the most controversial aspects of the topic and then use the sociological imagination to explain how we can look at cultural context, social structure, and history to understand more fully the issue at hand.
4. Lecture on the research interests of sociological social psychologists and on how they differ from the research interests of other social scientists, especially psychologists. You may want to highlight a particular issue and illustrate how adherents of each discipline would study the problem.

## Classroom Activities

1. Show a short film clip, a documentary or a full-length film, that illustrates the role of society in individual lives. After viewing the film, have students break up into small groups to identify the various aspects of society present in the film and how they affected the lives of the individuals in the film.
2. Ask students to provide several social questions they hope to explore during the course and write the topics on the board. Then break students into groups of two or three and ask them to apply the three sociological social-psychology perspectives to one of the questions.
3. Have students work in small groups listing the highlights and disadvantages of each of the three sociological social- psychology perspectives.

## Outside Class Assignments

1. In the tradition of Harold Garfinkel, have your students engage in a breaching experiment. Make sure to have them write down which specific social norm or order they chose to disrupt and to note their reactions as well as the reactions of others to the disruption.

2. Have students write a one-page reflection on the various positions of people who have power over their lives. Ask them to reflect on how they have control as individuals but also how that control is limited based on their societal position.
  3. Ask the students to choose a social behavior that interests them and make a list of possible reasons for the behavior. Then have the students use the three sociological social-psychology perspectives to explain the behavior.
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## Chapter 2      Perspectives in Sociological Social Psychology

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### Chapter Goal

This chapter provides an extensive review of three major perspectives in sociological social psychology. Students will learn about the historical, theoretical, and empirical importance of these perspectives.

### Chapter Outline

#### I. The Symbolic Interactionist Perspective

- A. Society and Agency
- B. Basic Principles of Symbolic Interactionism
  - 1. Symbols, Language, and the Development of Meaning
  - 2. The Use of Meaning Once Derived
  - 3. The Interpretive Process
- C. Two Schools of Symbolic Interactionism
  - 1. The Chicago School
  - 2. The Iowa and Indiana Schools
- D. Section Summary
- E. The Take-Away Message

#### II. The Social Structure and Personality Perspective

- A. The Components Principle
  - 1. Status
  - 2. Roles
  - 3. Social Norms
  - 4. Social Networks
- B. The Proximity Principle
- C. The Psychology Principle
- D. Section Summary
- E. The Take-Away Message

#### III. The Group Processes Perspective

- A. Studying Processes
  - 1. Power
  - 2. Status
  - 3. Justice
  - 4. Legitimacy
- B. Group Structures
  - 1. Group Size
  - 2. Dyads and Triads
  - 3. Types of Groups

- C. Relationships between Groups
- D. Section Summary
- E. The Take-Away Message

IV. Bringing It All Together

V. Summary

VI. Key Terms and Concepts

VII. Discussion Questions

**Test Questions**

***Part I. Matching Items***

Match the term to its definition by filling in the letter before the term in the appropriate blank.

A. Proximity principle	J. Social networks	S. Power
B. Reference groups	K. Primary groups	T. Symbols
C. Components principle	L. Indiana and Iowa schools	U. Justice
D. Society	M. Small groups	V. Secondary groups
E. Language	N. Psychology principle	W. Triad
F. Thomas theorem	O. Chicago school	X. Dyad
G. Social forces	P. Legitimacy	Y. Framing
H. Group	Q. Collective behavior	Z. Social Scripts
I. Agency	R. Social construction of reality	

\_\_\_\_\_ Element of the social structure and personality perspective referring to how individuals internalize proximal experiences. [*Answer: N*]

\_\_\_\_\_ A perspective within symbolic interactionism that focuses on understanding the social processes involved in a given situation rather than on trying to quantify and predict people's thoughts, feelings, and behavior. [*Answer: O*]

\_\_\_\_\_ The action or behavior of people in groups or crowds. [*Answer: Q*]

\_\_\_\_\_ Within the social structure and personality perspective, the ability to identify the elements or components of society most likely to affect a given attitude or behavior. [*Answer: C*]

- \_\_\_\_\_ A two-person group. [*Answer: X*]
- \_\_\_\_\_ Interactions that involve more than one person. [*Answer: H*]
- \_\_\_\_\_ Perspective within symbolic interactionism that focuses on the quantitative study of social interaction processes because of the stable nature of social life. [*Answer: L*]
- \_\_\_\_\_ The process by which individuals transform the meaning of a situation using basic cognitive structures provided by society. [*Answer: Y*]
- \_\_\_\_\_ Perceptions that a social arrangement or distribution is fair. [*Answer: U*]
- \_\_\_\_\_ Theorem stating that when people define situations as real, the consequences of those situations become real. [*Answer: F*]
- \_\_\_\_\_ A series of symbols that can be combined in various ways to create new meanings. [*Answer: E*]
- \_\_\_\_\_ The perception that a social arrangement or position is the way that things should be. [*Answer: P*]
- \_\_\_\_\_ The ability to obtain what we desire in a group despite resistance. [*Answer: S*]
- \_\_\_\_\_ People we are close to and interact with regularly. [*Answer: K*]
- \_\_\_\_\_ Element of the social structure and personality perspective referring to how people are affected by social structure through their immediate social environments. [*Answer: A*]
- \_\_\_\_\_ People we look to as a source of standards and identity. [*Answer: B*]
- \_\_\_\_\_ People we affiliate with to achieve common goals or meet common needs. [*Answer: V*]
- \_\_\_\_\_ Two or more persons (generally, not more than 20) engaged in or capable of face-to-face interaction. [*Answer: M*]
- \_\_\_\_\_ Any way in which society compels individuals to act in accordance with an external norm, rule, or demand. [*Answer: G*]
- \_\_\_\_\_ A series of relationships between individuals and groups. [*Answer: J*]
- \_\_\_\_\_ In symbolic interactionism, the network of interaction between people. [*Answer: D*]
- \_\_\_\_\_ The appropriate thoughts, feelings, and behaviors that should be displayed in a particular social frame. [*Answer: Z*]

- \_\_\_ Anything that has a similar meaning for two or more individuals. [*Answer: T*]
- \_\_\_ A three-person group. [*Answer: W*]
- \_\_\_ The ability to act and think independent of the constraints imposed by social conditions.  
[*Answer: I*]
- \_\_\_ The process by which we use symbols and language to give meaning and value to objects and people. [*Answer: R*]

### ***Part II. Multiple-Choice Questions***

Circle the response that best answers the question.

1. The development of symbolic interactionism stems from which philosophical tradition or traditions?
- A) French philosophy
  - B) German economic analysis
  - C) American pragmatism
  - D) Austrian theory

*Answer: C      Page Ref: 29*

2. Which social theorists are most associated with the concept of the social construction of reality?
- A) Marx and Engels
  - B) Thomas and Thomas
  - C) Berger and Luckmann
  - D) Blumer and Mead

*Answer: C      Page Ref: 31*

3. A local fraternity developed a special hand signal whenever members see each other on the university quad. In symbolic interactionist terms, this signal has become a(n) \_\_\_\_\_ for this group.
- A) cultural exchange
  - B) important source of pride
  - C) language
  - D) symbol

*Answer: D      Page Ref: 31*

4. Terence has started to believe that a friend at work is really a spy from another company, leading him to avoid interactions with this person as much as possible. He treats all interactions with her as suspect and is reluctant to share any work-related information with her. Which of the following principles, theorems, or concepts best explains Terence's behavior?
- A) the components principle of the social structure and personality perspective
  - B) the Thomas theorem

- C) the Peter principle
- D) the group processes concept of legitimacy

*Answer: B Page Ref: 34*

5. Who coined the expression “symbolic interaction”?

- A) Emile Durkheim
- B) Herbert Blumer
- C) Auguste Comte
- D) George Herbert Mead

*Answer: B Page Ref: 30*

6. Professor Swanson is studying the meaning of “goodness” using a survey of public attitudes toward the topic. Which school, or schools, of symbolic interaction is she most likely using in her research?

- A) the Chicago school
- B) the Indiana and Iowa schools
- C) the Swanson school
- D) the sociological social psychology school

*Answer: B Page Ref: 37*

7. Socioeconomic status (social class), race or ethnicity, gender, age, and sexuality all relate to which principle of the social structure and personality perspective?

- A) the components principle
- B) the proximity principle
- C) the psychology principle
- D) the Peter principle

*Answer: A Page Ref: 39*

8. Role theory is associated with which perspective in sociological social psychology?

- A) conflict theory
- B) social structure and personality
- C) group processes
- D) structural functionalism

*Answer: B Page Ref: 41, Box 2.3*

9. Networks are important to the study of the effects of society on individuals’ thoughts, feelings, and behaviors because \_\_\_\_\_.

- A) they provide important links between people
- B) they give people more friends
- C) they provide ways of managing life’s problems

D) they give people more prestigious jobs

*Answer: A Page Ref: 41*

10. Franklin did not think much about how the economy or society affects his life until he lost his job. Franklin's change in attitude about the impact of the economy on his life best reflects which principle from the social structure and personality perspective?

- A) the components principle
- B) the proximity principle
- C) the propinquity principle
- D) the psychology principle

*Answer: B Page Ref: 42-43*

11. In the previous question, Franklin's internal processing of his job loss best represents which principle from the social structure and personality perspective?

- A) the components principle
- B) the proximity principle
- C) the propinquity principle
- D) the psychology principle

*Answer: D Page Ref: 43-44*

12. After Donna cheated on her most recent exam, she started to feel a sense of guilt, making her reconsider whether she will cheat again. Donna's feelings of guilt can be considered a \_\_\_\_\_, according to the social structure and personality perspective, leading her to rethink her future behaviors.

- A) social more
- B) social norm
- C) social force
- D) social fear

*Answer: C Page Ref: 43*

13. Which of the following are considered major dimensions of group processes?

- A) power and justice
- B) justice and legitimacy
- C) legitimacy and power
- D) power, justice, and legitimacy

*Answer: D Page Ref: 46-48*

14. Janelle wants to study how and why some people are able to tell other people what to do, whereas others are not. What aspect of group processes is she studying?

- A) power

- B) status
- C) justice
- D) legitimacy

*Answer: A Page Ref: 46*

15. Which social psychologist is most associated with the concepts of dyads and triads?

- A) Emile Durkheim
- B) Auguste Comte
- C) Herbert Blumer
- D) Georg Simmel

*Answer: D Page Ref: 49*

16. The difference between dyads and triads is important because \_\_\_\_\_.

- A) moving from a dyad to a triad exponentially increases the number of relationships available in an interaction
- B) moving from a dyad to a triad exponentially increases the amount of intimacy possible in a group
- C) moving from a dyad to a triad exponentially decreases the number of relationships available in an interaction
- D) moving from a dyad to a triad does not impact the amount of intimacy possible in a group

*Answer: A Page Ref: 49*

17. A group of friends getting together for dinner represents a \_\_\_\_\_ group, whereas a group of people at work represents a \_\_\_\_\_ group?

- A) reference; primary
- B) primary; reference
- C) primary; secondary
- D) secondary; reference

*Answer: C Page Ref: 50*

18. Bob goes to the beach on a hot summer day and is surprised when he observes a group of people dressed in formal wear sitting in beach chairs among the sunbathers. Bob was surprised because the \_\_\_\_\_ did not meet his expectation for that situation.

- A) reference groups
- B) social scripts
- C) frames
- D) norms

*Answer: B Page Ref: 34*

### **Part III. Essay Questions**

Answer the questions in your own words.

1. Discuss how symbolic interactionists define the concept of society. What role do symbols and language play in the development society?
2. Review the three principles of the social structure and personality perspective. How do scholars from this perspective see society affecting interaction among individuals?
3. Discuss the ways that group structures can impact interaction in groups. Specifically, examine how group size (dyads and triads) and types of groups (e.g., primary groups) impact interactions between people.

### **Part IV. Vignette Analysis**

Read the vignette and answer the questions that follow.

*When Malcolm started working at the local print shop, he got along with everyone. He was a supervisor but always tried to stay friends with the people who worked for him. Soon after joining the shop, a new supervisor, Ginny, was hired to manage the shipping department. One day Malcolm heard Ginny use a racial slur. Then Malcolm started noticing other things about her behavior. He noticed that Ginny would eat only with people of her own race and gender, for that matter. He heard her make another racist remark. He ignored her as best he could, sharing his concerns with coworkers and questioning whether a racist should be managing other people. Malcolm discussed Ginny's behavior with his supervisor but she did not see enough evidence of racism to do anything about it.*

1. Which symbolic interaction principle helps to explain Malcolm's behavior toward Ginny?
  - A) Meanings arise through social interaction among individuals.
  - B) People use the meanings they derive from their first impressions only to guide their own behavior.
  - C) People employ a biological process regarding interactions.
  - D) The size of Malcolm's group influences his relationships with members.

*Answer: A Page Ref: 30*

2. What type of group is depicted in the vignette?
  - A) primary
  - B) secondary
  - C) tertiary
  - D) reference

*Answer: B Page Ref: 50*

3. What component of the group processes perspective is most evident in Malcolm's belief that Ginny should not be a supervisor?

- A) power
- B) status
- C) justice
- D) legitimacy

*Answer: D Page Ref: 48*

4. Review the three principles of symbolic interaction. Apply the principles to explain why Malcolm and his supervisor reach different conclusions about Ginny.

### **Lecture Ideas**

1. Show a slideshow of symbols that have different meanings based on culture to illustrate the concepts of symbols, language, and the development of meaning.
2. Bring in children's clothing or ads of children's clothing. Have students describe who the clothing is intended for based on the color, texture, and design. Discuss the function of the clothes and explore how the function may be the same but the meaning we may assign to the clothing items may be very different. You may want to include the historical construction of appropriate gender colors as well.

### **Classroom Activities**

1. Bring in a print advertisement or show a television commercial with no sound. After the students have studied the print ad or commercial, have them write down the meaning they ascribe to it. Use the different interpretations to illustrate the Thomas theorem and to explain symbolic interaction.
2. A variation on the above activity would be to create several possible interpretations of the ad or commercial for the students and to have students discuss why the interpretations of the situation are so different.
3. Have students write as many alternate words as possible for a common word in U.S. culture. Choose a word that has many different synonyms or slang terms for it, such as money, beauty, or sex. Discuss why that one word has so many different interpretations based on context.

### **Outside Class Assignments**

1. Using the three core principles of symbolic interaction, have students write about an event in their lives about which they can apply and interpret the event using the three principles.

2. Ask students to make a flowchart or cluster diagram illustrating their various statuses. Have them list the social networks they are part of because of these statuses.
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## Chapter 3 Studying People

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### Chapter Goal

The goal of this chapter, which puts an emphasis on the theoretical differences about the appropriate means of obtaining social-psychological data, is to provide an overview of the techniques that sociological social psychologists use to study people.

### Chapter Outline

#### I. Basic Concepts and Issues

- A. Theories and Hypotheses
- B. Independent and Dependent Variables
- C. Sampling Issues
- D. Reliability and Validity
- D. Ethical Issues in Studying People
- E. Section Summary
- F. The Take-Away Message

#### II. Different Ways to Study People

- A. Qualitative Methods
  - 1. Field Research
  - 2. In-Depth Interviews
  - 3. Other Qualitative Methods
- B. Quantitative Methods
  - 1. Survey Research
  - 2. Experiments
- C. Mixed-Method Approaches
- D. Section Summary
- E. The Take-Away Message

#### III. Steps in Developing Research Projects

- A. Step 1: Assess Theory and Literature
- B. Step 2: Develop Research Questions or Hypotheses
- C. Step 3: Choose Research Methods
- D. Step 4: Conduct Data Analysis
- E. Step 5: Report Results
- F. Section Summary
- G. The Take-Away Message

#### IV. Bringing It All Together

V. Summary

VI. Key Terms and Concepts

VII. Discussion Questions

**Test Questions**

**Part I. Matching Items**

Match the term to its definition by filling in the letter before the term in the appropriate blank.

A. Experiment	I. Laboratory experiments	Q. In-depth interviews
B. Indices	J. Natural or field experiments	R. Experimental group
C. Operationalize	K. Control group	S. Ordinal variables
D. Posttest	L. Population	T. Focus groups
E. Field research	M. Ethnography	U. Convenience sample
F. Participant observation	N. Interval variables	V. Reliability
G. Independent variable	O. Internal Review Boards	W. Validity
H. Dependent variable	P. Hypotheses	

\_\_\_\_\_ A series of related questions designed to measure an underlying concept such as mastery. [Answer: B]

\_\_\_\_\_ Participants in an experiment that are not exposed to the independent variable. [Answer: K]

\_\_\_\_\_ A type of quantitative research procedure in which investigators control participants' exposure to an independent variable. [Answer: A]

\_\_\_\_\_ Participants in an experiment that are exposed to an independent variable. [Answer: R]

\_\_\_\_\_ When a study yields the same results using the same techniques and data. [Answer: V]

\_\_\_\_\_ A form of qualitative study in which researchers directly observe people's behavior. [Answer: E]

\_\_\_\_\_ Semi-structured interviews with small groups of people. [Answer: T]

\_\_\_\_\_ Specific statements about how variables will relate to one another in a research study. [Answer: P]

- \_\_\_\_\_ The larger group of people about whom a researcher seeks to draw conclusions. [*Answer: L*]
- \_\_\_\_\_ A sample in which any available person is included in the study. [*Answer: U*]
- \_\_\_\_\_ The variable that is predicted to change as a result of the independent variable. [*Answer: H*]
- \_\_\_\_\_ A form of field research that includes a descriptive analysis of a group or organization. [*Answer: M*]
- \_\_\_\_\_ The variable predicted to lead to a change in the dependent variable. [*Answer: G*]
- \_\_\_\_\_ A qualitative research method employing an unstructured or semi-structured series of questions. [*Answer: Q*]
- \_\_\_\_\_ Groups that ensure that the benefits of a research project outweigh any potential harm to research participants. [*Answer: O*]
- \_\_\_\_\_ How valid or accurate the findings of the study are. [*Answer: W*]
- \_\_\_\_\_ A type of variable in which the difference between any two adjacent values is the same. [*Answer: N*]
- \_\_\_\_\_ Experiments in which the experiences and behaviors of participants are monitored in a controlled laboratory setting. [*Answer: I*]
- \_\_\_\_\_ Experiments that take place in people's everyday environments. [*Answer: J*]
- \_\_\_\_\_ A form of qualitative research in which a researcher becomes a member of the group being studied. [*Answer: F*]
- \_\_\_\_\_ A measure of the dependent variable after exposure to the independent variable in an experiment. [*Answer: D*]
- \_\_\_\_\_ Translating a concept into something that can be measured. [*Answer: C*]
- \_\_\_\_\_ Variables for which response categories are ordered but the distances between adjacent categories are not necessarily equal. [*Answer: S*]

## ***Part II. Multiple-Choice Questions***

Circle the response that best answers the question.

1. How are social theories and hypothesis related to one another?
  - A) Theories include specific statements, whereas hypotheses are more general statements.
  - B) Theories are an extension of hypotheses.

- C) Theories are used to develop hypotheses.
- D) Theories use variables but hypotheses do not.

*Answer: C Page Ref: 56-57*

2. Samantha started a research project predicting that men would be more supportive of using military force to go to war than women. In this case, attitudes toward going to war is what kind of variable?

- A) an index
- B) a scale
- C) an independent variable
- D) a dependent variable

*Answer: C Page Ref: 58*

3. In preparing for a survey of country club members, Donella asked the manager of the club for a list of members. This list refers to a \_\_\_\_\_.

- A) random sample
- B) probability sample
- C) sample list
- D) sampling frame

*Answer: D Page Ref: 59*

4. Which of the following types of samples is considered most representative of any given population?

- A) a random sample
- B) a convenience sample
- C) a snowball sample
- D) either a convenience sample or a snowball sample

*Answer: A Page Ref: 59*

5. Humphries' research on the "tearoom trade" was considered controversial because \_\_\_\_\_.

- A) he did not use a snowball sample
- B) he studied homosexuality in public places
- C) he placed his subjects at risk of emotional and social hardship
- D) his research did not use quantitative data

*Answer: C Page Ref: 60*

6. An instructor asks you to develop a study of the homeless that will provide a great deal of insight into what it is like to be homeless. Given this mandate, which of the following methods would most likely produce the information that you need for such a project?

- A) ethnography
- B) focus group

- C) survey
- D) experiment

*Answer: A Page Ref: 63-64*

7. Focus groups include semi structured interviews with small groups, usually of \_\_\_\_\_ participants.

- A) 2 to 5
- B) 6 to 15
- C) 15 to 25
- D) 10 to 20

*Answer: B Page Ref: 66*

8. You are studying student attitudes toward tobacco and alcohol consumption by asking students to respond to questions using answer categories that range from 1 (strongly agree) to 4 (strongly disagree). These items represent which type of variable?

- A) ordinal
- B) interval
- C) rational
- D) categorical

*Answer: A Page Ref: 69*

9. Age is what kind of variable?

- A) ordinal
- B) nominal
- C) rational
- D) categorical

*Answer: C Page Ref: 69*

10. What role does the researcher take on in the research technique called “autoethnography”?

- A) the role of a “co-participant” in the research process, an equal partner in the study
- B) the role of an objective observer
- C) the role of a data analyst
- D) the role of a research controller, who manages events

*Answer: A Page Ref: 64, Box 3.2*

11. Indices include a series of \_\_\_\_\_ designed to develop one or more dimensions of a given concept.

- A) related questions
- B) interval variables

- C) statistical equations
- D) testable hypotheses

*Answer: A Page Ref: 70*

12. Which of the following research methods is most likely to demonstrate causal relationships between variables?

- A) ethnography
- B) focus group
- C) survey
- D) experiment

*Answer: D Page Ref: 72*

13. An instructor developed a study to determine ways of producing more participation in her classes. In one class, she provided free doughnuts to students every day, whereas in another she gave them nothing. She had an assistant take notes on the number of comments and questions students made in each class. Which class represents the control group?

- A) the class not given the doughnuts
- B) the class given the doughnuts
- C) neither the class given nor not given the doughnuts
- D) both the class given and not given the doughnuts

*Answer: A Page Ref: 72*

14. Social psychologist B. F. Skinner developed \_\_\_\_\_, in which animals learned to press levers to obtain rewards, such as food pellets.

- A) the “Skinner box”
- B) autoethnography
- C) animal testing
- D) laboratory experimentation

*Answer: A Page Ref: 74, Box 3.3*

15. At which step in the research process does the researcher conduct a literature review, using the library and other resources?

- A) step 1
- B) step 2
- C) step 3
- D) step 4

*Answer: A Page Ref: 77-78*

16. At which step in the research process does the researcher actually go out and collect data?

- A) step 1
- B) step 2
- C) step 3
- D) step 4

*Answer: C Page Ref: 78-79*

17. Research conducted by interview, participant observation, and ethnography is what kind of research?
- A) quantitative
  - B) qualitative
  - C) breeching
  - D) experimental

*Answer: B Page Ref: 64-65*

18. Social scientists must always be concerned with \_\_\_\_\_ in order to accurately capture phenomena in questions.
- A) truth and reliability
  - B) reliability and validity
  - C) truth and validity
  - D) probability and validity

*Answer: B Page Ref: 59-60*

19. Quantitative research includes \_\_\_\_\_.
- A) experiments and interviews
  - B) data analysis, surveys, and experiments
  - C) only surveys
  - D) data analysis, surveys, and interviews

*Answer: B Page Ref: 68-76*

20. A researcher wants to explore the connection between drinking and sexual assault on college campuses nationwide. The most effective method of measurement would be \_\_\_\_\_.
- A) interviews
  - B) controlled experiments
  - C) surveys
  - D) autoethnography

*Answer: C Page Ref: 69-70*

### ***Part III. Essay Questions***

Answer the questions in your own words.

1. Discuss the difference between social theory and personal theories about why friends and family do the things they do. First, review the basic components of a theory. Second, discuss how these components help in the development of research regarding social-psychological processes.
2. Which research method do you like the most? Why? First, review the technique you like the most. Second, using the basic research steps reviewed in the text, discuss how you would apply the technique to study a social phenomenon that interests you.
3. What is a literature review? What role does a literature review play in the development of a research project?

#### ***Part IV. Vignette Analysis***

Read the vignette and answer the questions that follow.

*A sociologist is interested in studying the causes of suicide in society. She begins her research by developing a project in which she asks suicide survivors to discuss their reasons for attempting suicide and the personal and social conditions that led to their decisions to attempt the act. In a second project, she examines another researcher's survey data from a national sample of U.S. citizens. She found that depression is associated with the desire to commit suicide but many people who think about committing suicide never make any attempt to do so. She also found that people who have experienced a stressful life event, such as a job loss or divorce, are more likely to report the desire to commit suicide.*

1. Overall, the research described in the vignette best exemplifies which of the following research techniques?
  - A) a survey method
  - B) an experiment
  - C) a field method
  - D) a mixed-method approach

*Answer: D     Page Ref: 74-75*

2. Which method was employed in the first project? The second?
  - A) in-depth interviews; ethnography
  - B) in-depth interviews; experiment
  - C) in-depth interviews; secondary data analysis
  - D) field methods; secondary data analysis

*Answer: C     Page Ref: 61-62*

3. Which of the projects would probably be more useful than the other for obtaining deeper insights into the processes associated with decisions to commit suicide? Which project is more representative of the experience of Americans with suicide decisions?
  - A) project 1; project 2
  - B) project 2; project 1

- C) Both projects are equally insightful and representative.
- D) Neither project is terribly insightful nor representative.

*Answer: A Page Ref: 74-76*

4. The vignette shows two different methods of studying suicide. Discuss the advantages and disadvantages of mixed-method approaches to studying a concept like suicide. How might a researcher use the findings in the study to help make social policy?

### **Lecture Ideas**

1. Using research that you have conducted to bring the research process to life, describe the steps you took in developing and conducting your research. Walk students through the process of developing your research question, why you chose the research methods you did, and your experience with the research process.
2. Lecture on research ethics in greater depth by either showing clips of or discussing some classic social-psychological experiments, such as the Stanford Prison Study or the Milgram Obedience Studies. Discuss the ethical dilemmas these classic studies present and why IRBs and the commitment to do no harm is essential to social scientific research.
3. Begin a lecture by asking students what they feel the goals of scientific research are. Discuss how their views compare with the goals of social scientific research as defined in the textbook.

### **Classroom Activities**

1. Bring in several academic journals, such as the *Social Psychology Quarterly*, and various newspaper articles. Place your students into groups of four or five and provide each group with one or two journals and one or two newspaper articles. Have the students list five things that differ between the academic source and the journalistic source. Use this activity to discuss the importance of social science research, especially validity, reliability, and replication.
2. Break students into small groups and assign each group a specific sociological method (interviews, surveys, experiments). Have them analyze how they would use that method to study a chosen topic. All the groups should study the same topic but apply a different method.
3. Describe several examples of controversial research topics and have students discuss the ethical issues associated with them.

### **Outside Class Assignments**

1. Have students develop a research question and write a five-question survey using ordinal variables.
  2. To illustrate content analysis, have students watch an hour of television and ask them to monitor one variable, such as race or age, recording how many times they view the variable in that hour. You can use this research in future assignments on stratification.
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## Chapter 4     The Social Psychology of Stratification

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### Chapter Goal

This chapter reviews the major theories and research on how stratification is constructed and maintained in society and in everyday interactions.

### Chapter Outline

- I.    Constructing Inequalities
  - A. Basic Stratification Processes
    - 1. Stratification and Who We Interact With
    - 2. Stratification and How We Interact With Others
    - 3. The Ability to Define the Situation
  - B. Othering
  - C. Doing Gender
  - D. Multiple Inequalities: “Doing Difference” and Intersectionality
  - E. Rigging and Fixing the Game
  - F. Section Summary
  - G. The Take-Away Message
  
- II.   Structures of Inequality
  - A. Micro-Foundations of Social Mobility
  - B. Networks and Social Capital
    - 1. The Strength of Weak Ties
    - 2. Gender, Race, and Network Processes
  - C. Social Status and Personality
  - D. Section Summary
  - E. The Take-Away Message
  
- III.  Stratification Processes in Groups
  - A. Status and Power in Social Exchange Processes
  - B. Status in Groups
    - 1. Status Characteristics Theory
    - 2. How to Get Status in Groups
  - C. Power in Networks
  - D. The Differences between Power and Status
  - E. Section Summary
  - F. The Take-Away Message
  
- IV.  Bringing It All Together

V. Summary

VI. Key Terms and Concepts

VII. Discussion Questions

### Test Questions

#### **Part I. Matching Items**

Match the term to its definition by filling in the letter before the term in the appropriate blank.

A. Feedback loop	I. Indirect exchanges	Q. Specific characteristics
B. Social mobility	J. Strong ties	R. Self-directed orientation
C. Social capital	K. Personal ties	S. Closeness of supervision
D. Social class	L. Weak ties	T. Routinization
E. Diffuse characteristics	M. Social stratification	U. Intellectual flexibility
F. Status hierarchies	N. Direct exchanges	V. Substantive complexity
G. Social exchange theory	O. Status characteristics theory	W. Doing difference
H. Doing gender	P. Borderwork	X. Intersectionality

\_\_\_\_\_ Part of Kohn and Schooler's model of status attainment referring to the level of control supervisors have over workers. [Answer: S]

\_\_\_\_\_ Characteristics individuals carry with them for performances in diverse situations. [Answer: E]

\_\_\_\_\_ Exchanges between two people. [Answer: N]

\_\_\_\_\_ When people do not receive benefits directly from those to whom they give benefits. [Answer: I]

\_\_\_\_\_ The creation of social and physical boundaries between boys and girls. [Answer: P]

\_\_\_\_\_ Part of Kohn and Schooler's model of status attainment referring to how flexible people are in handling complex situations on the job. [Answer: U]

\_\_\_\_\_ Combination of strong and weak ties. [Answer: K]

\_\_\_\_\_ People with whom we are close, like friends and family. [Answer: J]

\_\_\_\_\_ Part of Kohn and Schooler's model of status attainment referring to how complicated the actual work is on the job. [Answer: V]

- \_\_\_\_\_ Any way in which inequality in any form (race, class, or gender) is perpetuated during our interactions as people are held accountable to the social categories they are a part of. [*Answer: W*]
- \_\_\_\_\_ Part of Kohn and Schooler's model of status attainment referring to the level of repetitiveness found on the job. [*Answer: T*]
- \_\_\_\_\_ Part of Kohn and Schooler's model of status attainment referring to an individual's level of conservatism, fatalism, and personally responsible morality. [*Answer: R*]
- \_\_\_\_\_ Trust and support found in relationships with other people. [*Answer: C*]
- \_\_\_\_\_ A group of people who share the same relative status in a given society. [*Answer: D*]
- \_\_\_\_\_ The idea that race, gender, and class statuses are not separate but interlocking systems of inequality. [*Answer: X*]
- \_\_\_\_\_ The upward or downward change in social class over time. [*Answer: B*]
- \_\_\_\_\_ Ways in which individuals or groups are ranked in society. [*Answer: M*]
- \_\_\_\_\_ Characteristics that create expectations for performance in limited settings. [*Answer: Q*]
- \_\_\_\_\_ Theory that links social roles and expectations from a larger society to stratification processes in groups. [*Answer: O*]
- \_\_\_\_\_ Hierarchies that develop in task groups. [*Answer: F*]
- \_\_\_\_\_ Acquaintances or people we know through association with a third party. [*Answer: L*]
- \_\_\_\_\_ Theory based on the premise that individuals enter into relationships that provide some benefit to us and end or leave relationships that do not provide some sort of reward. [*Answer: G*]
- \_\_\_\_\_ A social process in which individuals act according to the social rules or norms associated with being a man or a woman in society. [*Answer: H*]
- \_\_\_\_\_ A process in which our class position influences the development of values that, in turn, influence the type of job we seek. [*Answer: A*]

## ***Part II. Multiple-Choice Questions***

Circle the response that best answers the question.

1. Shirley Brice Heath's research on the socialization of status and race among whites and blacks in the rural Piedmont Carolinas is important because it shows \_\_\_\_\_.

- A) how social class does not shape how we interact with other people
- B) how historical and social conditions can affect our day-to-day interactions
- C) that white people have an advantage over African Americans in getting into good colleges
- D) how working-class people are less intelligent than the middle class, regardless of race

*Answer: B Page Ref: 88*

2. Which perspective in sociological social psychology is more likely to examine the effects of stratification in day-to-day exchanges between people?

- A) symbolic interactionism
- B) social structure and personality
- C) group processes
- D) structural functionalism

*Answer: A Page Ref: 89*

3. Greta Paules' research on interactions between waitresses and their managers clearly shows that lower-status people have \_\_\_\_\_ over their status in everyday interactions.

- A) no control
- B) some control
- C) complete control
- D) no power

*Answer: B Page Ref: 89*

4. Which of the following is the best example of "borderwork"?

- A) a group of teenage boys smoking cigarettes in a high-school parking lot
- B) a group of girls at a slumber party
- C) a group of boys and girls playing "kiss and chase"
- D) a group of boys and girls being lectured to about poor behavior

*Answer: C Page Ref: 91*

5. Michael Schwalb argues that people with high status have what kind of relationship with social norms in society?

- A) They are forced to conform to norms.
- B) They are victimized by norms.
- C) They can completely reject social norms.
- D) They can manipulate social norms to favor themselves.

*Answer: D Page Ref: 94*

6. Which of the following statements best explains the relationship between social class and social mobility.

- A) Our parents' social class status is likely to influence our own social mobility.
- B) Only our father's social class status has any influence on our own social mobility.
- C) Our parents social class status has no influence on our own social mobility.
- D) Only our mother's social class status has influence on our own social mobility.

*Answer: A Page Ref: 97*

7. According the Wisconsin Model of Status Attainment, how does our social background influence our occupational status in life?

- A) It shows that our social background does not influence who we spend time with.
- B) It shows that our social background influences our occupational goals.
- C) It shows that our social background does not influence our educational levels.
- D) It shows our social background influences our access to agency.

*Answer: B Page Ref: 97*

8. According to the Wisconsin Model of Status Attainment, our \_\_\_\_\_ is(are) affected by our social background.

- A) styles of interaction
- B) willingness to work hard
- C) ability to memorize information
- D) physical strength

*Answer: A Page Ref: 97*

9. Carlos recently found a job as a newspaper reporter through a friend of a friend. This acquaintance represents a \_\_\_\_\_.

- A) strong tie
- B) weak tie
- C) network tie
- D) reference group

*Answer: B Page Ref: 99*

10. Why are weak ties so important for finding work?

- A) People with whom we have weak ties live and work in circles outside our own.
- B) People with whom we have weak ties tend to have better jobs.
- C) People with whom we have weak ties aren't biased against us in the job market.
- D) People with whom we have weak ties provide training in getting better jobs.

*Answer: A Page Ref: 99-100*

11. What job condition has a long-term impact on our personality, according to the Kohn and Schooler model of status attainment?

- A) schedule
- B) routinization
- C) flextime
- D) hourly wage

*Answer: B Page Ref: 102*

12. How does the Kohn and Schooler model of status attainment link economic status, job characteristics, and personality?

- A) People with higher economic status tend to find work in jobs that have more supervision.
- B) People with lower economic status tend to find work in jobs that require less intellectual flexibility.
- C) People with more intellectual flexibility tend to seek jobs that are routinized.
- D) People with more intellectual flexibility tend to find work that is less complex.

*Answer: B Page Ref: 102*

13. Bradley, a student at Big U, regularly seeks advice from his professor and mentor Janet. According to exchange theory, what kind of exchange is most likely motivating Janet to stay in this relationship?

- A) a direct exchange
- B) a reciprocal exchange
- C) a generalized exchange
- D) a simple exchange

*Answer: C Page Ref: 105*

14. What was being exchanged among crew members and the captain in George Homan's research about exchange processes on small warships?

- A) structure
- B) legitimacy
- C) listening
- D) dominance

*Answer: C Page Ref: 105, Box 4.2*

15. Who, based on Bales' research in social exchanges in small groups, has the most status in groups?

- A) Those who are perceived as the best managers.
- B) Those who are perceived as being the smartest.
- C) Those who contribute the most to the group.
- D) Those who listen and care the most for other members.

*Answer: C Page Ref: 106*

16. Which group best represents a task group used to study status hierarchies in groups?

- A) a group of students at a class lecture
- B) a group of people waiting in line to pay at a store
- C) a group of citizens meeting to resolve a local problem
- D) a group of people waiting at a bus stop

*Answer: C Page Ref: 108*

17. According to status characteristics theory, status hierarchies in task groups form largely based on \_\_\_\_\_.

- A) the status characteristics of the members of the group
- B) organized planning
- C) explicit collaborative negotiations
- D) external legitimating factors

*Answer: A Page Ref: 108*

18. According to status characteristics theory, gender, race, and education levels are examples of \_\_\_\_\_.

- A) diffuse status characteristics
- B) specific status characteristics
- C) roles
- D) class positions

*Answer: A Page Ref: 108*

19. According to status characteristics theory, skill at playing basketball is considered a \_\_\_\_\_.

- A) diffuse status characteristic
- B) specific status characteristic
- C) role
- D) class position

*Answer: B Page Ref: 108*

20. Status hierarchies are generally developed through \_\_\_\_\_ processes.

- A) deliberative
- B) unconscious
- C) legitimated
- D) conscious

*Answer: B Page Ref: 109*

21. Based on research and theory involving status characteristics, who will likely receive the highest status in a task-oriented group, regardless of his or her contributions?

- A) a white woman
- B) a white man
- C) a minority woman
- D) a minority man

*Answer: B Page Ref: 109*

22. According to research by Lucas and others, how can individuals with lower cultural status best gain status in groups?

- A) by demanding status vocally of all group members
- B) by focusing on the success of the group, rather than on his or her own interests
- C) by providing a kickback to others in the group in exchange for a leadership position
- D) by focusing on his or her own interests and avoiding group interaction

*Answer: B Page Ref: 111-112*

23. What characteristic is associated with the most power in networks?

- A) money
- B) leadership ability
- C) ability to exclude people
- D) centrality

*Answer: C Page Ref: 113-114*

24. How do service workers manage status inequalities?

- A) by emphasizing a customer-is-always-right mentality
- B) by controlling the pace of work and thus controlling patrons
- C) by accepting disrespectful behavior from patrons
- D) by following the rules of their supervisors

*Answer: B Page Ref: 89*

25. According to West and Zimmerman, the way in which we engage in conscious and unconscious gender behaviors is known as \_\_\_\_\_.

- A) gender performance
- B) doing gender
- C) gender rotation
- D) gendering

*Answer: B Page Ref: 91*

26. An intersectional approach is essential to understanding the dynamics of stratification because it

- A) allows us to look at the multitude of ways in which our statuses and positions affect our experience
- B) allows us to focus on a single status as the cause of our experiences
- C) allows us to remain completely objective in our study of social behavior
- D) provides a framework for engaging in exclusion

*Answer: A Page Ref: 93-94*

### **Part III. Essay Questions**

Answer the following questions in your own words.

1. Review the three ways that interactionists view the development and maintenance of stratification in society.
2. Describe the concept of “doing gender.” Apply this process to other statuses in society (e.g., race, ethnicity, or sexuality).
3. Describe either the Wisconsin Model of Status Attainment or the Kohn and Schooler model of status attainment. How does the model propose that stratification exists in society? Specifically, how do the individual and society interact in the model?

### **Part IV. Vignette Analysis**

Read the vignette and answer the questions that follow.

*Doug’s neighbor Jake approaches him and asks if he can borrow his lawn mower. Though he didn’t know him all that well, Doug decides to lend the mower to Jake. Later on, Doug finds himself lending equipment to his neighbors Janet and Lee, too. The next day, Doug needed to borrow some other lawn equipment, but his neighbors say, without explanation, that they are unable to lend him the equipment, causing him to become a bit perturbed. However, Doug starts to feel much better at the community association meeting, where his neighbors publicly honor him for his continual help in the neighborhood. The next order of business is choosing a new community association president.*

1. What theory best explains why Doug, who lent his lawn mower to his neighbor, becomes so mad when his kindness is not reciprocated?
  - A) social exchange theory
  - B) status construction theory
  - C) symbolic interaction
  - D) social structure and personality

*Answer: A Page Ref: 104*

2. Which type of exchange occurs between the neighbors in this story?

- A) obvious exchanges
- B) indirect exchanges
- C) incomplete exchanges
- D) abstract exchanges

*Answer: B Page Ref: 104-105*

3. According to social exchange theory, who is likely to be named a leader in the neighborhood?
- A) Doug
  - B) Jake
  - C) Janet
  - D) Lee

*Answer: A Page Ref: 104-105*

4. Describe how status is constructed in group contexts, specifically linking social exchange and status characteristics theories. Discuss a way that you might be able to apply this work to understand the relationships in this story. Specifically address how status is conferred among these neighbors.

### **Lecture Ideas**

1. Using Kohn and Schooler's three elements of jobs that predict personal values, list several occupations associated with different social classes and prestige and apply the three elements.
2. Compile and show pictures of individuals of different gender, race, and apparent social class. Have students rank whom they see as leaders or as higher-status individuals. Afterward, discuss students' rankings and use status characteristic theory to explain their choices.
3. Lead a discussion about class privilege and education. Begin by asking students why they chose to go to college and discuss the hidden privileges and assumptions about education.
4. Show the documentary *Spellbound*, *Unnatural Causes* or *Close to Home*, and discuss life chances and privileges based on social class.

### **Classroom Activities**

1. Break the class up into groups of four or five students. Ask them to perform a small task, such as outlining a chapter or reading a passage. After the class has accomplished its tasks, have students answer, as a group, the following questions:
  - a. Who emerged as the leader or had higher status in the group?
  - b. Why do you think this is?
  - c. Can you apply status characteristics theory to your group leader?

- d. Was there a hierarchy of status in the group?
2. Show the documentary *Spellbound*, *Unnatural Causes* or *Close to Home*, and discuss life chances and privileges based on social class.

### **Outside Assignments**

1. Have students use Sewell's Wisconsin Model of Status Attainment to explain their own educational attainment and occupational goals.
  2. Ask students to write a brief paper reflecting on their parents' educational attainment and the educational attainment of their grandparents. Have them explore how this, coupled with the information learned from the chapter, may explain their own educational position and career goals.
  3. Have students go to a mall, grocery store, restaurant, or any location where people of different social classes are present. Have the students make an hour-long observation, compiling a record of the various people they observe and paying particular attention to clothes, cars, and behaviors. If possible, have the students go to two locations (e.g., a high-end grocery store or natural food store and a cheaper store). Have them reconcile what they see with the ideas of status and stratification.
  4. Have students watch an hour of television and note how race and ethnicity are portrayed. They should pay particular attention to various types of roles, to how much dialogue is exchanged, and to the types of characters that individuals assume. Assign students to write short essays about their observations and what they say about race and ethnicity in American culture.
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## Chapter 5 Self and Identity

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### Chapter Goal

This chapter reviews the different ways that sociologists study the meaning of the concepts of self and identity and the structural and group conditions that impact the self.

### Chapter Outline

- I. The Self as a Process
  - A. The I, the Me, and Self Narratives
  - B. Identity Theory
  - C. Affect Control Theory
    1. Fundamental Sentiments
  - D. Dramaturgical Sociology
    1. Impression Management
    2. Front Stage, Back Stage
    3. The Importance of Self-Presentation: Some Tips
  - E. The Situated and Multiple Selves
  - F. Section Summary
  - G. The Take-Away Message
- II. The Self and Social Structure
  - A. Evaluative Dimensions of the Self-Concept
    1. Self-Esteem
    2. Mastery
    3. Mattering
  - B. Race, Class, Gender, and the Self
  - C. Social Statuses and Identities
  - D. Measuring the Self-Concept
    1. The Twenty Statements Test
    2. The Rosenberg Self-Esteem Scale
  - E. Section Summary
  - F. The Take-Away Message
- III. Identity and Group Processes
  - A. Social Identity Theory
  - B. Section Summary
  - C. The Take-Away Message
- IV. Bringing It All Together
- V. Summary

VI. Key Terms and Concepts

VII. Discussion Questions

**Test Questions**

**Part I. Matching Items**

Match the term to its definition by filling in the letter or letters before the term in the appropriate blank.

A. I	P. Self-esteem motive	EE. Reflective self
B. Self-evaluations	Q. Impression management	FF. Social self
C. Backstage	R. Psychological centrality	GG. Affect control theory
D. Self-indication	S. Self-perceptions	HH. Reflected appraisals
E. Self	T. Impression given	II. Situated self
F. Me	U. Impression given off	JJ. Self-enhancement
G. Social identities	V. Social categories	KK. Mastery
H. Verbal persuasion	W. Categorization	LL. Mattering
I. Self-consistency motive	X. Vicarious experience	MM. Self-esteem
J. Identity	Y. Self-fulfilling prophecy	NN. Front stage
K. Social identity theory	Z. Personal accomplishments	OO. Identity theory
L. Role identities	AA. Social comparisons	PP. Personal characteristics
M. Self-identities	BB. Dramaturgical sociology	QQ. Identity control theory
N. Emotional arousal	CC. Oceanic self	RR. Self narratives
O. Self-concept	DD. Physical self	

\_\_\_\_\_ In social identity theory, the process through which we draw sharp dividing lines between group membership categories and assign people (including ourselves) to relevant categories. [*Answer:* W]

\_\_\_\_\_ Part of dramaturgical sociology referring to the place where we present ourselves to others. [*Answer:* NN]

\_\_\_\_\_ The part of the self that is active, engaging in interactions with others. [*Answer:* A]

\_\_\_\_\_ Our internalized, stable sense of who we are. [*Answer:* J]

- \_\_\_\_\_ Interactionist theory that describes how society shapes our sense of self and how those views affect our behavior. [*Answer: OO*]
- \_\_\_\_\_ The ways individuals seek to control the impressions they convey to other people. [*Answer: Q*]
- \_\_\_\_\_ The impression you believe that you are giving. [*Answer: T*]
- \_\_\_\_\_ The actual impression the other person has of you. [*Answer: U*]
- \_\_\_\_\_ Our perceptions of our ability to control things important to us. [*Answer: KK*]
- \_\_\_\_\_ Our sense that we are important to other people in the world. [*Answer: LL*]
- \_\_\_\_\_ The theory based on the principle that we carry self-definitions that match all the categories to which we belong. [*Answer: K*]
- \_\_\_\_\_ Dimension of the Twenty Statements Test referring to our roles and statuses, such as student, daughter or son, or gender. [*Answer: FF*]
- \_\_\_\_\_ Information from others about our abilities used to derive mastery. [*Answer: H*]
- \_\_\_\_\_ A way of building mastery by seeing other people perform tasks; it shows us that the task is accomplishable. [*Answer: X*]
- \_\_\_\_\_ Anything we use to describe our unique qualities. [*Answer: PP*]
- \_\_\_\_\_ The part of the self that includes an organized set of attitudes toward the self. [*Answer: F*]
- \_\_\_\_\_ Dimension of the Twenty Statements Test referring to a holistic description of the self. [*Answer: CC*]
- \_\_\_\_\_ The study of how we present ourselves, playing roles and managing impressions during interactions with other people. [*Answer: BB*]
- \_\_\_\_\_ Inferences about our abilities based on our emotional states that we use to build our sense of mastery. [*Answer: N*]
- \_\_\_\_\_ Being able to achieve what we start out to do; used in the development of mastery. [*Answer: Z*]
- \_\_\_\_\_ Dimension of the Twenty Statements Test referring to our physical characteristics like hair color or height. [*Answer: DD*]

- \_\_\_\_\_ Our ability to shift aspects of the self to become more or less important to our overall self-concept. [*Answer: R*]
- \_\_\_\_\_ The ways that we believe others view us. [*Answer: HH*]
- \_\_\_\_\_ Dimension of the Twenty Statements Test referring to our feelings and traits like being shy or nice. [*Answer: EE*]
- \_\_\_\_\_ The internalized expectations associated with different positions. [*Answer: L*]
- \_\_\_\_\_ A process in which we construct a sense of who we are through interaction with others. [*Answer: E*]
- \_\_\_\_\_ The outcome of the self-process at a given point in time; the sum total of our thoughts and feelings about ourselves as an object. [*Answer: O*]
- \_\_\_\_\_ A drive to maintain a consistent sense of self. [*Answer: I*]
- \_\_\_\_\_ In social identity theory, the process through which we make comparisons that favor our own groups. [*Answer: JJ*]
- \_\_\_\_\_ The positive or negative evaluation of our self as an object. [*Answer: MM*]
- \_\_\_\_\_ The desire to maintain positive self-images. [*Answer: P*]
- \_\_\_\_\_ Judgments we make of ourselves, based in others' views. [*Answer: B*]
- \_\_\_\_\_ A process in which expectations produce a reality consistent with the assumptions. [*Answer: Y*]
- \_\_\_\_\_ The kind of person we see ourselves and present ourselves as. [*Answer: M*]
- \_\_\_\_\_ The use of symbols and language to communicate internally. [*Answer: D*]
- \_\_\_\_\_ Observations of our behavior and its consequences. [*Answer: S*]
- \_\_\_\_\_ A temporally based sense of who we are. [*Answer: II*]
- \_\_\_\_\_ The theory that incorporates elements of symbolic interactionism and identity theory to explain the role of emotion in identity processes. [*Answer: GG*]
- \_\_\_\_\_ Part of dramaturgical sociology referring to the region where we relax our impression management efforts. [*Answer: C*]
- \_\_\_\_\_ Identities related to social groups to which we belong. [*Answer: V*]

\_\_\_\_\_ Using other people as a point of reference for our thoughts, feelings, and behaviors. [*Answer:* AA]

\_\_\_\_\_ A form of self-definition used in social identity theory based on our group affiliations. [*Answer:* G]

\_\_\_\_\_ Interactionist theory that argues that individuals have a tendency to seek confirmation of self-meanings [*Answer:* QQ]

\_\_\_\_\_ The social construction of identities through the use of personal stories. [*Answer:* RR]

### ***Part II. Multiple Choice Questions***

Circle the response that best answers the question.

1. Which part or parts of the self-concept is associated with mastery?

- A) the self
- B) self-identities
- C) self-evaluations
- D) self-indication

*Answer: C Page Ref: 120*

2. Debating what other people are thinking about you in a public setting is best represented by which term?

- A) self-concept
- B) self-identities
- C) self-evaluations
- D) self-indication

*Answer: D Page Ref: 121*

3. According to Mead, which aspect of our self is out in public, constantly processing new information related to the self?

- A) the “I”
- B) the “Me”
- C) the self-concept
- D) the self-indication

*Answer: A Page Ref: 121*

4. Which of the following are elements of identity?

- A) otherings
- B) status indicators

- C) personal characteristics
- D) self-attitudes

*Answer: C Page Ref: 123*

5. Being a Canadian applies to which aspect of our identity?

- A) social categories
- B) role identities
- C) personal characteristics
- D) self-attitudes

*Answer: A Page Ref: 123-125*

6. Identity theory comes from which social-psychological perspective?

- A) symbolic interactionism
- B) social structure and personality
- C) group processes
- D) structural functionalism

*Answer: A Page Ref: 123*

7. According to identity theory, how does society impact our sense of self?

- A) Society does not impact how we form our identity.
- B) We develop identities based on our positions in society.
- C) We do not change our identities based on our interactions with people in society.
- D) Our identities are based on our genetic heritage from our parents.

*Answer: D Page Ref: 123-125*

8. Research generally shows that people modify their behaviors to \_\_\_\_\_ their sense of self.

- A) correspond with
- B) conflict with
- C) contradict
- D) demonstrate

*Answer: A Page Ref: 124*

9. Which theory examines the role of emotions in identity processes?

- A) identity theory
- B) affect control theory
- C) dramaturgy
- D) emotional management theory

*Answer: B Page Ref: 125-126*

10. Which theory is primarily associated with presentation of identities?

- A) identity theory
- B) affect control theory
- C) dramaturgy
- D) emotional management theory

*Answer: C Page Ref: 127-128*

11. Which theorist is most associated with impression management?

- A) Auguste Comte
- B) Emile Durkheim
- C) Herbert Blumer
- D) Erving Goffman

*Answer: D Page Ref: 128*

12. According to dramaturgical sociology, which area of identity is associated with hanging out with friends while watching television?

- A) front stage
- B) backstage
- C) performance stage
- D) informal stage

*Answer: B Page Ref: 129-130*

13. A first date would most likely be associated with which area of identity?

- A) front stage
- B) backstage
- C) performance stage
- D) informal stage

*Answer: A Page Ref: 129-130*

14. What did Spencer Cahill's research on "bathroom behavior" clearly show?

- A) that people act very differently in bathrooms than in other areas of life
- B) that there are no real norms about behavior in bathrooms
- C) that people use bathrooms to demonstrate their "front stage" behavior
- D) that bathrooms are examples of "center stage" areas

*Answer: A Page Ref: 129-130*

15. Which of the following concepts has the strongest impact on self-esteem?

- A) social comparisons

- B) reflected appraisals
- C) psychological centrality
- D) self-perceptions

*Answer: B Page Ref: 134*

16. Schooler and Oates (2001) found that people who work in jobs that require little supervision from others and who engage in intellectually complex tasks have \_\_\_\_\_ years later than others who perform more mundane work.

- A) higher self-esteem
- B) lower self-esteem
- C) lower self-consistency
- D) higher self-mastery

*Answer: A Page Ref: 134*

17. What is the best way to build a child's sense of mastery or efficacy?

- A) personal accomplishments
- B) vicarious experience
- C) verbal persuasion
- D) emotional arousal

*Answer: A Page Ref: 133-134*

18. Rosenberg's early research on mattering found it positively related to \_\_\_\_\_ and negatively related to \_\_\_\_\_.

- A) self-esteem; alcoholism
- B) depression; self-esteem
- C) self-esteem; depression
- D) mastery; depression

*Answer: C Page Ref: 136*

19. How do you code the response, "I am an emotional person," according to the Twenty Statements Test?

- A) physical self
- B) social self
- C) reflective self
- D) oceanic self

*Answer: C Page Ref: 139-140*

20. What code is most often used among modern college students taking the Twenty Statements Test?

- A) physical self

- B) social self
- C) reflective self
- D) oceanic self

*Answer: B Page Ref: 139-140*

21. Which of the following groups report the lowest levels of self-esteem?

- A) poor children
- B) middle-class children
- C) poor adolescents
- D) middle-class adolescents

*Answer: C Page Ref: 137*

22. How did Joanne Nagel explain the increase in the number of people identifying themselves as “American Indian” when birth rates stayed the same?

- A) Legal changes has made it harder for American Indians to vote.
- B) The development of the “Red Power” movement has shifted negative stereotypes of Indians.
- C) Urbanization has made it harder for people to find other people of American Indian heritage.
- D) American Indians have migrated to the United States from Canada at high rates.

*Answer: B Page Ref: 138-139*

23. According to social identity theory, when do we allow our group memberships to influence our own behavior and our judgments of other people’s behavior?

- A) when laws make it necessary
- B) when our group memberships are relevant during a social interaction
- C) when we are prevented from our group memberships as part of our self-presentation
- D) when our group memberships are irrelevant during a social interaction

*Answer: B Page Ref: 143-144*

24. According to social identity theory, at which of the following social situations will your identity as a democratic leader on campus be most relevant?

- A) at sociology class
- B) at a Young Republicans rally
- C) at home with your family
- D) at your dorm room

*Answer: B Page Ref: 139*

25. People generally show favoritism toward people \_\_\_\_\_ over others.

- A) in their social categories
- B) younger than themselves

- C) with diverse identities
- D) with low self-esteem

*Answer: A Page Ref: 145*

26. The use of narratives and personal stories is important to the process of \_\_\_\_\_.
- A) symbolic interaction
  - B) identity control
  - C) impression management
  - D) dramaturgical theory

*Answer: A Page Ref: 122*

27. The core principle of identity control theory is \_\_\_\_\_.
- A) that self-consistency is irrelevant to reaffirming identity
  - B) that self-identity never needs confirmation
  - C) that changes in identity are small and gradual
  - D) that changes to identity occur rapidly

*Answer: C Page Ref: 124-125*

28. \_\_\_\_\_ refers to our personal desire to maintain an identity.
- A) Interactional commitment
  - B) Affective commitment
  - C) Desire commitment
  - D) Defective commitment

*Answer: B Page Ref: 126*

29. According to Erving Goffman, impression management is the process of \_\_\_\_\_.
- A) impressing one's personality upon a boss or manager
  - B) managing one's impressions of others
  - C) managing one's emotions, demeanor, and behavior to give a certain impression to others
  - D) impressing one's peers with a sense of mastery

*Answer: C Page Ref: 128*

### ***Part III. Essay Questions***

Answer the following questions in your own words.

1. Review the basic tenants of identity theory. Where does society play a part in our identity formation and change?
2. Discuss the similarities and differences between identity theory and social identity theory.

3. Define one of the three major dimensions of our self-concept (i.e., self-esteem, mastery, and mattering). Which aspects of our social life have been shown to impact it? How has that dimension of our self-concept been shown to affect our lives, if at all?

**Part IV. Vignette Analysis**

Read the vignette and answer the questions that follow.

*A group of neighbors gathered to discuss the strange behavior of another neighbor who had been arrested for a violent crime outside of the neighborhood: the shooting of another driver in a traffic jam. Many were shocked and dismayed to hear of her behavior because she came across as a dedicated family person. She was involved in the neighborhood association and was a member of the local school district's parent-teacher association (PTA). All agreed that she came across as very quiet and reserved, not like a violent criminal, and they cited several examples of her positive behavior.*

1. Given the information in this vignette, which theory or concept best explains the abrupt change in behavior of the neighbor arrested for the shooting?

- A) identity theory
- B) affect control theory
- C) dramaturgy
- D) the situated self

*Answer: D Page Ref: 131*

2. Which theory best explains the neighbors' emotional reaction of shock and surprise to the behavior of the accused shooter?

- A) identity theory
- B) affect control theory
- C) dramaturgy
- D) the situated self

*Answer: B Page Ref: 125-127*

3. Review the basic concepts associated with dramaturgical sociology (e.g., impression management, backstage, and front stage). Discuss how this theory can be applied to the thoughts, feelings, or behavior of one or more of the people in this vignette.

**Lecture Ideas**

- 1. Give a lecture on dating to illustrate impression management. You may want simply to discuss the process of first dates or early dating behavior and to compare those behaviors with behaviors established later in a relationship.

2. Look through ads on popular online dating websites and discuss how impression management is being implemented by potential daters.
3. Using recent celebrity or political scandals, lecture on impression management.

### **Classroom Activities**

1. Show a film, such as *Lars and the Real Girl*, that addresses self and identity. Lead a class discussion about how the main character's self was affected by various factors covered in the chapter, such as self-esteem, mastery, mattering, and self-concept.
2. Using a video or transcription of an interview of a politician, lead a class discussion on front stage and backstage behavior.
3. Have several students write five statements with four of the statements being true and one being false. As a group, have students decide which is the false statement. Discuss identity, emotions, and behaviors that lead students to their conclusions.

### **Outside Assignments**

1. Have students take the Twenty Statements Test (Figure 5.1). Then ask students to approach three friends or family members and have them answer the Twenty Statements Test about the students. Have students compare how they perceive their self-concept with how others perceive them. Have students briefly write about their reactions and if their concept of reflected appraisals were on target with what others actually reported about them.
  2. Using identity theory, have students list their role identities, social categories, and personal characteristics.
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## Chapter 6 Socialization over the Life Course

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### Chapter Goal

The goal of this chapter is to define *socialization* and *the life course* and to explain the major theories and research associated with these ideas.

### Chapter Outline

- I. Developing the Self
  - A. Stages of Development
  - B. The Role of the Other
  - C. Learning Race, Class, and Gender
  - D. Adult Socialization
  - E. The Sociology of Childhood
  - F. Section Summary
  - G. The Take-Away Message
  
- II. Structural and Time Dimensions of Socialization
  - A. The Life Course
    1. Historical Time and Place
    2. Social Timing and Life Stages
    3. Linked Lives
    4. Human Agency
  - B. Agents of Socialization
    1. Families
      - A) Family structure and children
      - B) Class differences among families
      - C) Adults in families
    2. School Contexts
      - A) Classroom structure and socialization processes
      - B) Pygmalion effect and children's social statuses
    3. Peer Culture
      - A) Peer-group structures
      - B) Peer-group socialization processes
    4. Other Socialization Agents: The Role of the Media
  - C. Section Summary
  - D. The Take-Away Message
  
- III. Group Processes and Socialization
  - A. Finding Socialization in Group Processes
  - B. Assessing the Effects of Socialization

- C. Section Summary
- D. The Take-Away Message

IV. Bringing It All Together

V. Summary

VI. Key Terms and Concepts

VII. Discussion Questions

**Test Questions**

**Part I. Matching Items**

Match the term to its definition by filling in the letter or letters before the term in the appropriate blank.

A. Socialization	J. Looking-glass self	S. Historical context
B. Middle friendship circles	K. Agents of socialization	T. Linked lives
C. Popular clique	L. Play stage	U. Timing
D. Social isolates	M. Game stage	V. Racial socialization
E. Wannabes	N. Preparatory stage	W. Agency
F. Contextual dissonance	O. Life events	X. Gender socialization
G. Idiocultures	P. Referential beliefs	Y. Pygmalion effect
H. Turning point	Q. Generalized other	Z. Children’s cultural routines
I. Life course	R. Birth cohort	AA. Life stages

\_\_\_\_\_ Individuals or groups most influential in the process of teaching children the norms and values of a particular culture. [*Answer: K*]

\_\_\_\_\_ A group of people born around the same time period. [*Answer: R*]

\_\_\_\_\_ A stable set of activities or routines, artifacts, values, and concerns that kids produce and share in interaction with each other. [*Answer: Z*]

\_\_\_\_\_ The process of change from infancy to late adulthood resulting from personal and societal events and from transitions into and out of social roles. [*Answer: AA*]

\_\_\_\_\_ A feeling that minority members of a group feel because they are different from the majority members. [*Answer: F*]

- \_\_\_\_\_ An aspect of life-course sociology referring to our ability to make decisions and control our destiny. [*Answer: W*]
- \_\_\_\_\_ The third stage of self-development in which children are capable of managing several different roles. [*Answer: M*]
- \_\_\_\_\_ Learning expectations about how to behave related to one's gender. [*Answer: X*]
- \_\_\_\_\_ The attitudes of the whole community. [*Answer: Q*]
- \_\_\_\_\_ An aspect of life-course sociology referring to how historic events affect development for different birth cohorts. [*Answer: S*]
- \_\_\_\_\_ The second stage of self-development in which children begin to use language to make-believe as they play others' roles. [*Answer: L*]
- \_\_\_\_\_ The process of personal change from infancy to late adulthood resulting from personal and societal events and from transitions into and out of social roles. [*Answer: I*]
- \_\_\_\_\_ Any events that cause significant changes in the course of our lives. [*Answer: O*]
- \_\_\_\_\_ An aspect of life-course sociology referring to our relationships with other people. [*Answer: T*]
- \_\_\_\_\_ How the self relies on imagined responses of others in its development. [*Answer: J*]
- \_\_\_\_\_ Smaller circles of friends that are less hierarchical. [*Answer: B*]
- \_\_\_\_\_ Children with an active social life and with the largest number of friends. [*Answer: C*]
- \_\_\_\_\_ The first stage of self-development in which children simply mimic the attitudes and behaviors of their parents and caretakers. [*Answer: N*]
- \_\_\_\_\_ When children develop according to expectations of a group or society. [*Answer: Y*]
- \_\_\_\_\_ Learning about one's ethnic and racial identity in a given culture. [*Answer: V*]
- \_\_\_\_\_ In status characteristics theory, beliefs held in common by people about the usual relationships between particular status characteristics and reward levels. [*Answer: P*]
- \_\_\_\_\_ Children that have trouble establishing any relationships with those in other cliques. [*Answer: D*]
- \_\_\_\_\_ When the "normal trajectory" of our lives is altered by a life event or role change. [*Answer: H*]

- \_\_\_\_\_ The process by which individuals acquire thoughts, feelings, and behaviors “appropriate” to their positions in society. [*Answer: A*]
- \_\_\_\_\_ An aspect of life-course sociology referring to incidence, duration, and sequence of roles and to the relevant expectations and beliefs based on age. [*Answer: U*]
- \_\_\_\_\_ Children that want to be popular but do not quite get accepted into this group. [*Answer: E*]
- \_\_\_\_\_ A system of knowledge, beliefs, behaviors, and customs shared by an interacting group to which members refer and employ as a basis of further interaction. [*Answer: G*]

### ***Part II. Multiple Choice Questions***

Circle the response that best answers the question.

1. Sammy is using dolls to represent people in a dollhouse. Based on Mead’s theory of child development, at which stage of development is Sammy?
- A) preparatory stage
  - B) play stage
  - C) game stage
  - D) toy stage

*Answer: B      Page Ref: 151*

2. A little boy playing on a baseball team is probably in which stage of development, using Mead’s typology?
- A) preparatory stage
  - B) play stage
  - C) game stage
  - D) toy stage

*Answer: C      Page Ref: 151*

3. Which social psychologist is associated with the looking-glass self?
- A) George Herbert Mead
  - B) Michel Foucault
  - C) Georg Simmel
  - D) Charles Horton Cooley

*Answer: D      Page Ref: 151-152*

4. Research in early childhood interactions generally shows that \_\_\_\_\_ are incapable of symbolic interaction.
- A) teens
  - B) adults

- C) seniors
- D) babies

*Answer: D Page Ref: 150-151*

5. What role does children's culture play in the maintenance of society?
- A) Children develop an independent culture than is not reflective of accepted social practices.
  - B) Children mold specific roles to meet the needs of their peer groups.
  - C) Children's improvisations reinforce the unchanging nature of culture over time.
  - D) Children exactly mimic adult culture as a means of learning norms.

*Answer B Page Ref: 156-157*

6. Ausdale and Feagin's research on children learning racism is important because it shows \_\_\_\_\_.
- A) how children are unable to use race as a way to differentiate between peers
  - B) that children apply adult biases and racism in their day-to-day interactions
  - C) that children use their own race as a way to gain acceptance by teachers
  - D) how children are unable to differentiate between different racial groups until late childhood

*Answer: B Page Ref: 53*

7. Elder's study of the Great Depression generally showed that \_\_\_\_\_.
- A) all children were negatively affected by growing up in the Great Depression
  - B) only children growing up in poverty were affected by the Great Depression
  - C) the Great Depression had the strongest impact on children's lives by changing family roles
  - D) no children were negatively affected by growing up in the Great Depression

*Answer: C Page Ref: 160-161*

8. Tony and Rose both received word that they were called up for active duty in the military out of the reserve component of the armed forces. Tony is several years older than Rose and has a wife and child. Rose is just finishing college. Which dimension of life-course sociology best explains why Tony is likely to be more affected by the mobilization than Rose?

- A) historical context
- B) social timing
- C) linked lives
- D) agency

*Answer: B Page Ref: 162-163*

9. Which of the following examples best represents a "turning point" in someone's life from a life-course perspective?
- A) a man who breaks his arm during a fight
  - B) a woman who loses an important tennis match

- C) a man who delays getting married for a decade due to a family tragedy
- D) a woman who loses her first job out of college due to poor performance

*Answer: C Page Ref: 162-164*

10. Sampson and Laub's research on the impact of World War II (WWII) on men's lives generally showed that \_\_\_\_\_.

- A) WWII served as a turning point for all American soldiers
- B) IQ was the biggest factor in finding work after the war
- C) WWII had an impact on soldiers only if they served overseas
- D) most of the positive effects of war on the lives of soldiers came through their experience overseas, through in-service training, and through access to programs like the GI Bill.

*Answer: D Page Ref: 165*

11. Given research and theory in life-course sociology, which group was most likely to be negatively affected by Hurricane Katrina?

- A) a poor white family who survived the storm together
- B) a poor African American family who survived the storm together
- C) middle-class white men who lost their incomes and had no access to family or friends during the storm
- D) a middle-class African American family who survived the storm together

*Answer: C Page Ref: 165*

12. Life-course sociology clearly shows that individuals have the ability to make decisions about the trajectories of their lives, albeit within a limited set of options. This is an example of which of the following concepts?

- A) linked lives
- B) social timing
- C) human agency
- D) life stages

*Answer: C Page Ref: 166*

13. Which of the following is considered a primary agent of socialization?

- A) work
- B) peers
- C) religion
- D) government

*Answer: B Page Ref: 167*

14. What percentage of children in the United States lives with a stay-at-home parent?
- A) one-half
  - B) one-third
  - C) one-quarter
  - D) one-fifth

*Answer: B Page Ref: 167*

15. Research on class socialization generally shows that middle-class families tend to stress \_\_\_\_\_, whereas working-class families emphasize \_\_\_\_\_ in raising their children.

- A) autonomy; conformity
- B) conformity; freedom
- C) freedom; independence
- D) conformity; autonomy

*Answer: A Page Ref: 169*

16. Rosenthal and Jacobson's study of classroom interaction is important because it showed that \_\_\_\_\_.

- A) children are taught to be racist in the classroom
- B) IQ scores could be manipulated based on a group prejudice
- C) children's IQ scores were not linked to race
- D) racist beliefs and values exist in every classroom

*Answer: B Page Ref: 171*

17. Which group is most prevalent in American schools, based on Adler and Adler's research on peer culture?

- A) the popular cliques
- B) the wannabes
- C) middle friendship circles
- D) social isolates

*Answer: C Page Ref: 172-173*

18. Group processes research is important to the study of socialization in what way?

- A) It shows the importance of peer-group interactions in the socialization processes.
- B) It shows the importance of family interactions.
- C) It shows the importance of the media.
- D) It emphasizes the impact of socialization in group settings.

*Answer: D Page Ref: 177-178*

19. According to status characteristics theory, how do people assess a person's ability in a group context using his or her status in society?

- A) prejudice levels
- B) referential beliefs
- C) values
- D) cultural indicators

*Answer: B Page Ref: 177-178*

20. Socialization is a process that \_\_\_\_\_.

- A) begins around two years of age
- B) lasts until the young twenties
- C) begins at birth and continues through the life cycle
- D) begins in late childhood

*Answer: C Page Ref: 151*

21. From the sociological point of view, Mead viewed play and games as important to children's social development because games \_\_\_\_\_.

- A) give children practice and agility
- B) increase children's motor skills
- C) help develop children's mental toughness
- D) allow children to learn and practice taking on the roles of others

*Answer: D Page Ref: 151-152*

22. What is the first agent of socialization?

- A) the media
- B) the peer group
- C) the family
- D) the educational system

*Answer: C Page Ref: 167*

23. Race, class, and gender are \_\_\_\_\_.

- A) important elements of socialization
- B) not important to socialization
- C) important only to the socialization of children
- D) important only to the socialization of adults

*Answer: A Page Ref: 161-162*

24. Katie likes to pretend that she is a superhero. When her mother stops her from "flying" off of the sofa, she gets frustrated. Katie is probably in what stage of cognitive development?

- A) preparatory stage
- B) play stage
- C) pretend stage
- D) game stage

*Answer: B Page Ref: 150-151*

25. Which of the following statements about women in African American families is true, according to Clay?

- A) They are of lower-than-average family size.
- B) They are likely to be in less cohesive families than whites.
- C) They are likely to be in more cohesive families than whites.
- D) They are likely to be in higher conflict families than whites.

*Answer: C Page Ref: 168*

26. Studies have shown that factors such as economic resources and status can dramatically affect the outcomes of children of divorced parents. Which of the following social characteristics is most likely to impact access to resources?

- A) class difference
- B) gender difference
- C) age of parents
- D) sexuality of parents

*Answer: A Page Ref: 169*

27. The fact that expectations can influence student intellectual development in the classroom is called \_\_\_\_\_.

- A) educational socialization
- B) the Pygmalion effect
- C) stereotyping
- D) total impact

*Answer: B Page Ref: 171*

28. Several studies have shown that there is a correlation between watching \_\_\_\_\_ and \_\_\_\_\_.

- A) violent television; aggressive behavior
- B) violent television; violent crime
- C) nonviolent television; stereotyping
- D) racist television; violent behavior

*Answer: A Page Ref: 174*

29. Correll's research found that gender segregation in the workforce is largely due to which of the following factors?

- A) women's desire for more flexible jobs
- B) women's career choices being constrained by culture
- C) women's performance on contrast sensitivity tests
- D) women's gender segregation preferences

*Answer: B Page Ref: 178-179*

### **Part III. Essay Questions**

Answer the questions in your own words.

1. Review how children's culture relates to adult culture. First, discuss the three ways that children adapt adult culture in their own routines. Second, apply this knowledge to explain the maintenance of racism or sexism in the world today.
2. How is socialization studied from the group processes perspective? Be specific regarding race and class in group contexts.

### **Part IV. Vignette Analysis**

Read the vignette and answer the questions that follow.

*Seanne had always wanted to be a nurse. As soon as she finished college, she signed up for community college courses in the field. However, within two months of starting school, Seanne became pregnant. She still wants to be a nurse but decided to stop going to school full-time to focus on her role as a mother. Her stepmother, a nurse, tries to encourage her not to give up her dream of nursing and tries to help out with childcare so that Seanne can reach her professional goals.*

1. What life-course term best describes the role of Seanne's pregnancy
  - A) linked lives
  - B) turning point
  - C) historical context
  - D) agency

*Answer: B Page Ref: 164*

2. In what part of the life-course paradigm does Seanne's stepmother fit?
  - A) linked lives
  - B) turning point
  - C) historical context
  - D) agency

*Answer: A Page Ref: 165- 166*

3. Seanne's decision to stop going to school to take care of her child represents which aspect of life-course sociology?

- A) timing
- B) turning point
- C) historical context
- D) agency

*Answer: D Page Ref: 166*

4. Review Seanne's situation using life-course sociology. First, review the four themes of life-course sociology. Second, apply one or more aspects of the life course to explain some aspect of Seanne's life in this story.

### **Lecture Ideas**

1. Lecture on historical influences of generations, based on Table 6.1. You may want to expand the examples in this table to include your own that you have researched and to bring in visual examples.
2. Using short clips from popular television shows or by bringing in magazines, lecture on the media as an agent of socialization.
3. Lecture on socialization over the life course and how the socialization of adults and children varies.

### **Classroom Activities**

1. Show the classic film *Eye of the Storm* and lead a classroom discussion about socialization. You can highlight various aspects of the film, such as the power of labels, how children learn racism, and the role of education as an agent of socialization.
2. Bring in a variety of children's books (traditional fairy tales or current popular children's fiction). Have students work in small groups and ask them to analyze the socialization messages in children's literature.

### **Outside Assignments**

1. Have your students go to a toy store or to the toy aisles of any major retailer and have them make observations about the things they see (e.g., how many aisles, colors, etc.). Students should report their findings in a paper, answering the following questions:
  - a. What types of play do the toys encourage?

- b. What types of career/futures do the toys promote?
  - c. What implications can toys have on gender socialization?
  - d. What does this say about our cultural attitudes about the roles of boys/men and girls/women?
2. Ask your students to write a two-page reflection paper exploring adult socialization. Have them choose a recent socialization event that they have undergone (e.g., beginning college, starting a job, ending a relationship). They should write on personal aspects as well as integrate concepts of socialization over the life course.
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## Chapter 7    The Social Psychology of Deviance

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### Chapter Goal

This chapter examines major sociological concepts and theories associated with the concept of deviance.

### Chapter Outline

- I. Interactionist Approaches to Deviance
  - A. Ethnomethodology and the Social Construction of Deviance
  - B. Labeling Theory of Deviance
    1. Types of Deviance
    2. Theorizing on Labeling Processes
    3. Deviant Subcultures
    4. Stigma, Passing, and Covering
    5. Agency and Emotions in the Deviance Process
  - C. Delabeling: Leaving the Deviant Identity
  - D. Section Summary
  - E. The Take-Away Message
  
- II. Social Structure and Deviant Behavior
  - A. Anomie and Social Strain
  - B. Social and Self-Control Theory
  - C. Social Disorganization versus Genetics
  - D. Section Summary
  - E. The Take-Away Message
  
- III. Group Relationships and Deviance
  - A. The Principles of Differential Association Theory
  - B. Differential Association, Gender, and the Culture of Honor
  - C. Studying Deviance in a Lab
  - D. Section Summary
  - E. The Take-Away Message
  
- IV. Bringing It All Together
  
- V. Summary
  
- VI. Key Terms and Concepts
  
- VII. Discussion Questions

## Test Questions

### Part I. Matching Items

Match the term to its definition by filling in the letter or letters before the term in the appropriate blank.

A. Outsiders	K. Taboo	U. Conformists
B. Agents of social control	L. Ritualist	V. Retrospective interpretations
C. Rebellion	M. Innovators	W. Deviance
D. Reflexivity	N. Retreatists	X. Strain theory
E. Indexicality	O. Primary deviance	Y. Passing
F. Involvement	P. Secondary deviance	Z. Covering
G. White-collar crimes	Q. Anomie	AA. Social control theory
H. Attachment	R. Stigma	BB. Labeling theory
I. Belief	S. Folkways	CC. Differential association theory
J. Commitment	T. Mores	

\_\_\_\_\_ People who neither accept the goals of the larger society nor the means to achieve those goals. [Answer: N]

\_\_\_\_\_ A component of social control theory referring to emotional bonds with other people in society. [Answer: H]

\_\_\_\_\_ People who share the goals of society with conformists but employ illegitimate means to obtain those goals. [Answer: M]

\_\_\_\_\_ Component of social control theory referring to people's respect for law and order in society. [Answer: I]

\_\_\_\_\_ Component of social control theory referring to an individual's desire to obtain societal goals through legitimate means. [Answer: J]

\_\_\_\_\_ People who try to obtain the goals of society through accepted means. [Answer: U]

\_\_\_\_\_ Keeping a known stigma from creating tensions in interactions by downplaying it. [Answer: Z]

\_\_\_\_\_ Any behavior that departs from accepted practices in a society or group. [Answer: W]

\_\_\_\_\_ Theory that deviance is learned through interaction with others. [Answer: CC]

- \_\_\_\_\_ Less-serious rules of behavior in a group or society. [*Answer: S*]
- \_\_\_\_\_ The process by which individuals index thoughts, feelings, and behaviors from their own perspective. [*Answer: E*]
- \_\_\_\_\_ Component of social control theory referring to people's participation in acceptable social activities such as clubs, churches and other organizations. [*Answer: F*]
- \_\_\_\_\_ Theory that argues that deviance is a consequence of a social process in which a negative characteristic becomes an element of an individual's identity. [*Answer: BB*]
- \_\_\_\_\_ Violations of behavior prescribed through mores. [*Answer: K*]
- \_\_\_\_\_ Widely held values and beliefs in a society. [*Answer: T*]
- \_\_\_\_\_ People labeled as deviants who accept the deviant labels. [*Answer: A*]
- \_\_\_\_\_ Attempts to hide an undisclosed stigma by concealing information about it. [*Answer: Y*]
- \_\_\_\_\_ The process by which individuals think about a behavior within its social context and give meaning to it. [*Answer: D*]
- \_\_\_\_\_ Reinterpretations of past behaviors in light of the person's new role as a deviant. [*Answer: V*]
- \_\_\_\_\_ The initial deviant act that causes other people to label the individual a deviant. [*Answer: O*]
- \_\_\_\_\_ When individuals seek to challenge either the traditional goals or the accepted means of achieving those goals. [*Answer: C*]
- \_\_\_\_\_ Someone who approves of the ways people should live their lives but gives up trying to obtain societal goals. [*Answer: L*]
- \_\_\_\_\_ Additional deviant acts that support the initial deviant label. [*Answer: P*]
- \_\_\_\_\_ Theory that deviance results when individuals' bonds with conventional society are weakened in some way. [*Answer: AA*]
- \_\_\_\_\_ Crimes typically associated with middle- and upper-class individuals, such as embezzlement, cheating, and laundering money. [*Answer: G*]
- \_\_\_\_\_ An attribute that is deeply discrediting. [*Answer: R*]

\_\_\_\_\_ Theory that argues that people choose to commit deviance as a natural outcome of social conditions in which socially acceptable goals cannot be obtained through legitimate means.  
[Answer: X]

\_\_\_\_\_ The state's attempts to maintain social order through police and courts and other representatives of the state. [Answer: B]

\_\_\_\_\_ A sense of "normlessness," where there is little consensus about what is right and wrong.  
[Answer: Q]

## Part II. Multiple-Choice Questions

Circle the response that best answers the question.

1. Which of the following examples is representative of a form of deviance from a sociological perspective?

- A) a boy stealing a piece of gum from a New York City convenience store
- B) a boy wearing a suit to a formal dinner
- C) a girl wearing a nice dress to a formal dinner
- D) a girl wearing a casual dress to friend's house

Answer: A Page Ref: 186-187

2. Murder would most likely be considered the breaking of a \_\_\_\_\_; picking your nose in public would be breaking a \_\_\_\_\_.

- A) more; folkway
- B) folkway; more
- C) norm; value
- D) more; more

Answer: A Page Ref: 186

3. Which of the following statements best describes interactionist perspective(s) on deviance?

- A) Deviance is relative to a given group of people or society.
- B) Deviance is relatively consistent across groups and society.
- C) Deviance is based on biological norms.
- D) Deviance has no impact on the social world.

Answer: A Page Ref: 187-188

4. According to labeling theory, a \_\_\_\_\_ occurs the first time someone does something that is defined as deviant.

- A) primary act of deviance
- B) secondary act of deviance

- C) taboo
- D) folkway violation

*Answer: A Page Ref: 190*

5. Which theorist is most associated with primary and secondary deviance?

- A) C. Wright Mills
- B) Edwin Lemert
- C) Robert Merton
- D) Herbert Blumer

*Answer: B Page Ref: 192*

6. According to Edwin Lemert, when is society involved in the deviance process?

- A) during primary deviance, when society makes deviance symbolic in nature
- B) during secondary deviance, when society labels a person as deviant
- C) during primary deviance, when society hires police personnel to put away criminals
- D) during secondary deviance, when members of a society commit a deviant act

*Answer: B Page Ref: 192*

7. Which of the following is true of William Chambliss' research on the Saints and the Roughnecks?

- A) The Saints committed significantly less crime than the Roughnecks but were more likely to get caught.
- B) The Saints committed significantly less crime than the Roughnecks but only the Roughnecks got caught.
- C) The Saints committed somewhat higher levels of deviance than the Roughnecks but the Roughnecks were more likely to be caught than the Saints.
- D) The Roughnecks committed less crime than the Saints and were rarely caught.

*Answer: C Page Ref: 194*

8. How has Howard Becker's research contributed to our understanding of deviance?

- A) It shows the important role of deviant subcultures in the maintenance of deviant identities.
- B) It explains away the relationship between primary and secondary deviance.
- C) It shows that some experiences, such as drug experiences, are not be influenced by social conditions.
- D) It proves that deviance occurs only in criminal subcultures.

*Answer: A Page Ref: 194-195*

9. A nurse regularly brings a six pack of beer to work and consumes it over his shift, brushing his teeth to keep his breath clean. According to Goffman, what kind of behavior is the nurse engaging in?

- A) passing

- B) covering
- C) stigma
- D) retrospective interpretations

*Answer: B Page Ref: 196-197*

10. John regularly gambles on the weekends, often finding himself spending more money than he is making. When asked about his gambling, John starts to relate how he always had problems resisting temptation, even when he was a kid. What kind of behavior is John engaging in?

- A) passing
- B) covering
- C) stigmatizing
- D) retrospective interpretation

*Answer: D Page Ref: 197*

11. Most college students represent \_\_\_\_\_ in Merton's typology of deviance.

- A) conformists
- B) innovators
- C) ritualists
- D) retreatists

*Answer: A Page Ref: 200*

12. How should a homeless person who decides to live in the woods be represented, according to Merton's typology of deviance?

- A) as a conformist
- B) as an innovator
- C) as a ritualist
- D) as a retreatist

*Answer: D Page Ref: 200*

13. Which of the following examples typifies strain, according to new interpretations of strain theory?

- A) a strong relationship with family and friends
- B) poverty
- C) employment
- D) a romantic relationship

*Answer: D Page Ref: 199-201*

14. Which theory of deviance tries to explain why individuals do not commit crime?

- A) labeling theory
- B) strain theory

- C) social control theory
- D) theory of differential association

*Answer: C Page Ref: 201-202*

15. Sampson and Laub's research on delinquent and nondelinquent youths in Boston found delinquency was greater when bonds with which social institutions were weakest?

- A) family
- B) education
- C) peers
- D) church

*Answer: A Page Ref: 203*

16. In high school, Janet rarely smoked or drank alcohol. In college, Janet met some friend who spent most of their downtime consuming large amounts of alcohol and other drugs. Soon, she did the same and did not know anyone who did not spend their time that way. Which theory best explains Janet's behavior, given this limited amount of information?

- A) labeling theory
- B) strain theory
- C) social control theory
- D) theory of differential association

*Answer: D Page Ref: 207-209*

17. Which of the following crimes best exemplifies white-collar crime?

- A) stealing a purse
- B) simple assault
- C) telling a lie to a friend
- D) embezzling from work

*Answer: D Page Ref: 208, Box 7.5*

18. \_\_\_\_\_ are individuals who seek to challenge either traditional goals or the accepted means of achieving those goals.

- A) Rebels
- B) Ritualists
- C) Innovators
- D) Retreatists

*Answer: A Page Ref: 200*

19. Scholars contend that \_\_\_\_\_ and \_\_\_\_\_ are two factors that affect the likelihood of committing a crime?

- A) controls; formal sanctions
- B) certainty; severity
- C) certainty; informal sanctions
- D) severity; formal sanctions

*Answer: B Page Ref: 210*

20. Along with deterrence, what other factor has been noted as important to the likelihood of someone committing a crime?

- A) self-control
- B) self-esteem
- C) self-concept
- D) self-identity

*Answer: A Page Ref: 210*

21. Which of the following theories interprets the responses of others as the most significant factor in understanding how deviant behavior is created and sustained?

- A) differential association theory
- B) social control theory
- C) labeling theory
- D) structural strain theory

*Answer: C Page Ref: 190-191*

### ***Part III. Essay Questions***

Answer the questions in your own words.

1. Pick any major crime committed today. Compare and contrast two theories of deviance to explain why people may commit those crimes. First, review the basic tenants of each theory, then apply one or more components of each theory to explain the deviant behavior. Which theory do you think best explains the deviance? Why?
2. Discuss similarities and differences in the ways that interactionists and social structure and personality scholars approach the study of deviance. Use specific examples from the concepts or research reviewed in the chapter.

### ***Part IV. Vignette Analysis***

Read the vignette and answer the questions that follow.

*After being rounded up by the cops last Saturday night, three men sit in jail pondering their condition and how they ended up incarcerated. All of them are in jail for different reasons and have different backgrounds. All of them are fairly young, in their teenage years, and very poor. John and Franky have been arrested for the first time; Arny has been in and out of the justice system since he was a child. John*

*has been arrested for stealing an engagement ring. He had no money to buy the ring. Franky and Army have both been arrested for assault. The only other background information we have about the three men is that Franky is a member of the Bloods, a violent gang located in the surrounding area and that Army has been in jail for assault many times in the past.*

1. Given the information in this vignette, which theory best explains John's decision to commit a crime?
  - A) labeling theory
  - B) strain theory
  - C) social control theory
  - D) theory of differential association

*Answer: B Page Ref: 199-200*

2. Given the information in this vignette, which theory best explains Franky's decision to commit a crime?
  - A) labeling theory
  - B) strain theory
  - C) social control theory
  - D) theory of differential association

*Answer: D Page Ref: 207-208*

3. Given the information in this vignette, which theory best explains Army's decision to commit a crime?
  - A) labeling theory
  - B) strain theory
  - C) social control theory
  - D) theory of differential association

*Answer: A Page Ref: 190-191*

4. Review the role that society plays in each man's decision to commit deviant acts in this story. Apply elements of one or more of the major theories of deviance to guide your response.

## **Lecture Ideas**

1. Lecture on the various agents of control, other than those associated with law enforcement. Discuss how agents of control affect our behavior and choices.
2. Start your lecture with a "deviant" act (like taking your shoes off, or sitting down and eating a snack) and act as if your behavior is normative. Make sure to note students' reactions but continue on for a few minutes. Then discuss the act of deviance, social norms, and expectations.

3. Discuss labels that students, or yourself, have had attached to them. Have these labels served as self-fulfilling prophecies?

### **Classroom Activities**

1. Present the class with a list of 10 acts of deviance, including small acts, such as belching or cutting in line, and larger transgressions, such as cheating or buying a term paper. Have the students rank the acts from 1 to 10, according to what they perceive to be the most deviant act. Then ask students to line up in the room based on their rankings and have them defend and discuss their choices.
2. Present several vignettes from the television series *What Would You Do* with John Quinones. After each vignette, ask students the following questions:
  - a. What would you do?
  - b. Who was acting deviant?
  - c. What types of social controls were present, if any?
3. Show a film that illustrates various levels of deviance. After viewing the film have students apply the social theories of deviance presented in the text to the film. Have them identify a specific example from the film for each theory.

### **Outside Class Assignments**

1. Have students “observe deviance” by conducting fieldwork as a participant-observer in a public place. Students should choose a location where there are a lot of people, such as a college quad, a shopping mall, or amusement park. Have them jot down field notes of what they see for 30 to 60 minutes. Then ask them to answer the following questions:
    - a. Did the people in the area you observed have high or low levels of conformity?
    - b. Did you observe any deviance or deviant behavior?
    - c. How did the location and context of the place you observed contribute to the high, moderate, or low level of deviance you observed?
    - d. Do your observations argue for or against the social construction of deviance?
  2. Choosing three theories of deviance discussed in the chapter, have students apply them to a social problem. They should compare and contrast the strengths and weaknesses of each theory.
-

## Chapter 8      Mental Health and Illness

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### Chapter Goal

This chapter examines mental health as an outcome of social life, influenced by social conditions, and as a status characteristic that impacts social interactions.

### Chapter Outline

- I.    The Social Construction of Mental Health
  - A.   Defining Mental Illness
    1.   Madness and Civilization
    2.   The Medicalization of Deviance
  - B.   Mental Health and Selfhood
    1.   Stigma and Mental Illness
    2.   The Career of the Mental Patient
  - C.   Modified Labeling Theory and Mental Disorders
  - D.   Section Summary
  - E.   The Take-Away Message
  
- II.   Social Causes of Stress
  - A.   Stressors and Outcomes
  - B.   Mediating and Moderating Resources
    1.   Personal and Social Resources
    2.   Gender and Social Support
  - C.   Social and Economic Characteristics: The Epidemiology of Mental Health
    1.   Class, Race, and Mental Health
    2.   Gender, Family, and Well-Being
    3.   Community and Neighborhood Contexts
  - D.   Section Summary
  - E.   The Take-Away Message
  
- III.   Mental Health as a Status Characteristic
  - A.   Section Summary
  - B.   The Take-Away Message
  
- IV.   Bringing It All Together
  
- V.    Summary
  
- VI.   Key Terms and Concepts

VII. Discussion Questions

**Test Questions**

**Part I. Matching Items**

Match the term to its definition by filling in the letter before the term in the appropriate blank.

A. Mediators	G. Total institutions	M. Epidemiology of mental health
B. Stress process	H. Modified labeling theory	N. Sociology of mental health
C. Withdrawal	I. Social support	O. Chronic strain
D. Intransigence	J. Personal resources	P. Medicalization of deviance
E. Conversion	K. Negative life events	
F. Colonization	L. Moderators	

\_\_\_\_\_ The study of the social arrangements that affect mental illness and its consequences. [*Answer: N*]

\_\_\_\_\_ Day-to-day role strains that may cause mental health problems over time by the accumulation of small amounts of stress. [*Answer: O*]

\_\_\_\_\_ Places where individuals are isolated from the rest of society. [*Answer: G*]

\_\_\_\_\_ A way of managing life in an institution involving the curtailing of interaction with others. [*Answer: C*]

\_\_\_\_\_ A way in which patients manage institutionalization by showing that their institution is a desirable place to live. [*Answer: F*]

\_\_\_\_\_ A way in which patients manage institutionalization by living up to the expectations of the staff and doctors. [*Answer: E*]

\_\_\_\_\_ The study of the distribution of mental health disorders and distress across social groups. [*Answer: M*]

\_\_\_\_\_ A way in which patients manage institutionalization by rebelling against the staff expectations. [*Answer: D*]

\_\_\_\_\_ Ways in which social problems—including mental health—have come under medical boundaries. [*Answer: P*]

\_\_\_\_\_ Part of the stress process that includes the personal and social resources that affect the direction or strength of the relationship between a stressor and mental health. [*Answer: L*]

- \_\_\_\_\_ Part of the stress process referring to any event deemed unwanted or stressful to an individual. [Answer: K]
- \_\_\_\_\_ Part of the stress process referring to elements of our self-concept that may be beneficial in managing events. [Answer: J]
- \_\_\_\_\_ Access to friends and family available to help during stressful or difficult times. [Answer: I]
- \_\_\_\_\_ A model that outlines the relationships among social statuses, stressful experiences (stressors), the resources people bring to deal with problems, and the outcomes (distress) they experience. [Answer: B]
- \_\_\_\_\_ Part of the stress process referring to resources that act as mechanisms through which stressors relate to outcomes. [Answer: A]
- \_\_\_\_\_ The consequence of accepting a label as mentally ill which ultimately produces pathological symptoms. [Answer: H]

## ***Part II. Multiple-Choice Questions***

Circle the response that best answers the question.

1. Why was 1656 an important date in the history of mental illness, according to Michel Foucault?
- A) It is the year that psychotropic drugs became widely available in Europe.
  - B) It is the year that the “hospital general” opened, marking the beginning of the great confinement of mentally ill people.
  - C) It is the first year in which psychoanalysis was used to treat mentally ill people.
  - D) It is the year that psychotropic drugs were introduced to the New World.

*Answer: B     Page Ref: 219*

2. Which of the following forces are associated with putting aspects of social life, including mental illness, under the boundaries of medical professionals?
- A) the power and authority of medical professionals
  - B) the seeking out psychotropic drugs by patients
  - C) the weakening of medical unions
  - D) the end of public mental institutions

*Answer: D     Page Ref: 220-222*

3. Which social theorist applied role theory to understanding the sick?
- A) Peter Conrad
  - B) Michel Foucault
  - C) Talcott Parsons

D) Herbert Blumer

*Answer: C Page Ref: 223*

4. The loss of a job is represented in which component or components of the stress process?

- A) stressors
- B) outcomes
- C) mediators and moderators
- D) social and economic characteristics

*Answer: A Page Ref: 228-229*

5. What kind of stressors do college students typically report?

- A) adjustment problems
- B) deaths of loved ones
- C) job losses
- D) fears of professors

*Answer: A Page Ref: 229*

6. Which of the following statements is a measurement of someone's depression level?

- A) I drink with friends.
- B) I feel depressed.
- C) Life is not challenging.
- D) I am very self-confident.

*Answer: D Page Ref: 230*

7. Which of the following is a social support that may help reduce the effects of negative life events?

- A) living in a poor neighborhood
- B) having a happy marriage
- C) effectively repressing emotions
- D) living in a very urbanized environment

*Answer: B Page Ref: 234-235*

8. Of the following people, who is more likely to be diagnosed with an aggression disorder by a mental health professional than the others?

- A) Walter, a white male showing aggressive behavior
- B) Kaysha, a white female showing aggressive behavior
- C) Thomas, a black male showing aggressive behavior
- D) Anna, a black female showing aggressive behavior

*Answer: C Page Ref: 234*

9. Marital status fits into which component of the stress process?

- A) stressors
- B) outcomes
- C) moderators
- D) social and economic characteristics

*Answer: D Page Ref: 234-235*

10. How can minority status impact mental health ratings?

- A) Minorities often have lower economic status, which is associated with more distress.
- B) Minorities are less likely to have mental health problems.
- C) Minorities have different social constructions of mental health problems than other groups.
- D) Minorities are more likely to have genetic mental health problems.

*Answer: A Page Ref: 232-233*

11. Given the research on the epidemiology of mental health, which group is more likely than the others to report problems with drinking? with depression?

- A) married people; singles
- B) African Americans; Latinos
- C) African Americans; whites
- D) men; women

*Answer: D Page Ref: 232*

12. The stresses associated with living in urban areas come from \_\_\_\_\_, whereas the stresses associated with rural areas tend to be a result of \_\_\_\_\_.

- A) lack of stimulation; ambient hazards
- B) ambient hazards; lack of stimulation
- C) urban malaise; rural malaise
- D) negative life events; chronic stresses

*Answer: B Page Ref: 235-236*

13. How do scholars of group processes examine the concept of mental illness?

- A) It is viewed as a status characteristic like race or gender.
- B) It is viewed as a normal part of group interactions.
- C) It is viewed as a major area of group research.
- D) It is viewed as a way for individuals in groups to negotiate identity.

*Answer: A Page Ref: 237*

14. Which of the following would be considered a total institution?

- A) a college
- B) a police station
- C) a prison
- D) a family household

*Answer: C Page Ref: 224*

15. Which sociologist is most associated with concept of stigma?

- A) Erving Goffman
- B) Georg Simmel
- C) George Herbert Mead
- D) Herbert Blumer

*Answer: A Page Ref: 225*

16. Goffman's research on total institutions showed that many patients in insane asylums generally

\_\_\_\_\_.

- A) resist their roles as patients
- B) focus on getting better
- C) easily conform to their roles
- D) always obey those in authority

*Answer: A Page Ref: 224*

17. Which of the following coping strategies emphasizes patients' attempts to rebel against asylum staff?

- A) conversion
- B) intransigence
- C) withdrawal
- D) colonization

*Answer: B Page Ref: 224*

18. \_\_\_\_\_ suggests that even if mental illness is only partly socially constructed, the consequence of being labeled as such can produce pathological symptoms

- A) Modified labeling theory
- B) Stigma theory
- C) Status characteristics theory
- D) Structural theory

*Answer: A Page Ref: 226*

19. Jenna Howard found that those with more social and fiscal capital were able to do what?

- A) access mental health services at higher rates
- B) successfully "de-label" themselves as mentally ill

- C) use less medication in the treatment of mental illness
- D) avoid institutionalization

*Answer: B Page Ref: 226*

20. Higher socioeconomic status is associated with \_\_\_\_\_ of mental disorder.
- A) a lower incidence
  - B) a higher incidence
  - C) neither a lower nor a higher incidence
  - D) the absence

*Answer: A Page Ref: 232-233*

21. Studies have found that discrimination of any kind \_\_\_\_\_ levels of mental illness.
- A) increases
  - B) decreases
  - C) fails to impact
  - D) eliminates

*Answer: A Page Ref: 232-233*

### ***Part III. Essay Questions***

Answer the questions in your own words.

1. How do symbolic interactionists examine the social construction of mental health? Review Foucault's historical analysis of mental illness in Western culture and the medicalization of deviance.
2. Discuss the relationships between race and socioeconomic status in the context of the epidemiology of mental health. Does income have an impact on mental health? If so, how? Does race have an impact on mental health? If so, how? How do these two social positions intersect, if at all?
3. Discuss how community conditions can have an impact on individuals' mental health. Be specific about the role of stressors and resources available under different community conditions (e.g., urban versus rural; poor versus middle class).

### ***Part IV. Vignette Analysis***

Read the vignette and answer the questions that follow.

*Trudy was very excited about her first year of college. However, she was very nervous on the first day of class. Although she liked the class, she just could not find herself responding to questions and discussion in class. Initially, she joined a couple of clubs but never showed up to any of the meetings. She had planned to focus her time on studying but started to feel tired all of the time, though her sleep was not very restful. Her grades started slipping and she decided to go to the college health clinic to see what was wrong with her.*

1. Using the stress process paradigm, what is the likely source of Trudy's malady?

- A) a life event
- B) chronic strains
- C) mediators and moderators
- D) social and economic characteristics

*Answer: B Page Ref: 235-236*

2. Given the research and theory on the medicalization of deviance, how will the clinic likely treat Trudy's malady in today's world?

- A) by providing reading materials to cope with freshman life
- B) by trying some form of medication to treat depression
- C) by giving her some ideas for ways to mediate her problems
- D) by giving her some ideas for ways to moderate her problems

*Answer: B Page Ref: 220-221*

3. Review the basic components of the stress process paradigm. Apply elements of the stress process (e.g., personal and social resources) to discuss ways of helping Trudy recover from her problems.

### **Lecture Ideas**

1. Give a lecture of the social construction of disease and illness by discussing autism. You may want to mention the controversy over the rates of the illness, along with the celebrity mobilization.
2. Show several ads for prescription medicines (like Viagra and Paxil) and discuss the social construction of illness and, in particular, the cultural acceptance of once-taboo topics.

### **Classroom Activities**

1. Have the class organize and debate the following passage from the chapter: Are people different because they choose to act differently, or do these differences reflect physiological problems that need treatments, like any malady?
2. Show a film on mental illness, such as *Girl Interrupted*, and discuss the extent to which labeling theory and social control of deviance can be observed.

### **Outside Class Assignments**

1. Have students write a paper describing and giving examples of the “three C’s” of mental health problems: construction, causation, and consequences.
  2. Have students research changes in mental health diagnoses in the United States over the past 50 years. How have the definitions changed? What about stigmas? How does the social construction of mental illness apply?
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## Chapter 9 Social Attitudes

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### Chapter Goal

The goal of this chapter is to review the definition and measurement of attitudes and values and to examine research on how people use their time. Specific emphasis is given to prejudicial attitudes and behavior.

### Chapter Outline

- I. The Nature and Construction of Attitudes
  - A. Dimensions of Attitudes
  - B. Linking Attitudes and Behavior
  - C. Prejudicial Attitudes
    1. Unconscious and Institutional Racism
    2. Subtle Sexism
    3. Theory of Group Position
    4. Prosocial Attitudes and Behaviors
  - D. Changing Prejudicial Attitudes
  - E. Prosocial Attitudes and Behaviors
  - F. Section Summary
  - G. The Take-Away Message
  
- II. Social Structure, Attitudes, and Behavior
  - A. Attitudes and Agents of Socialization
  - B. Social Status, Identity, and Attitudes
    1. Gendered Attitudes and Behaviors
    2. Race, Ethnicity and Attitudes
    3. The Social Context of Attitudes
  - C. Sociological Model of Attitudes and Identity
  - D. Attitudes across the Life Course
    1. Attitude Stability and Change
    2. Cohort Differences
  - E. Section Summary
  - F. The Take-Away Message
  
- III. Group Processes and Attitudes
  - A. Status Construction Theory
  - B. Social Identity Theory and Attitudes
  - C. Section Summary
  - D. The Take-Away Message
  
- IV. Bringing It All Together

- V. Summary
- VI. Key Terms and Concepts
- VII. Discussion Questions

**Test Questions**

**Part I. Matching Items**

Match the term to its definition by filling in the letter before the term in the appropriate blank.

A. Attitude	G. Social distance	M. In-groups
B. Non-attitude	H. Values and beliefs	N. Out-groups
C. Opinion	I. Altruism	O. Subtle sexism
D. Time use research	J. Institutional racism	P. Unconscious racism
E. Prosocial behavior	K. Status construction theory	
F. Prejudice	L. Theory of group position	

- \_\_\_\_\_ Theory that prejudicial attitudes reflect a group’s position in society. [*Answer: L*]
- \_\_\_\_\_ Includes any behavior that benefits another person. [*Answer: E*]
- \_\_\_\_\_ The study of what people do on a day-to-day basis. [*Answer: D*]
- \_\_\_\_\_ Unequal treatment of women that goes unnoticed. [*Answer: O*]
- \_\_\_\_\_ Ways that people may be biased against a racial group without even being aware of it. [*Answer: P*]
- \_\_\_\_\_ Refers to the motivation to help another person. [*Answer: I*]
- \_\_\_\_\_ Groups with whom we identify. [*Answer: M*]
- \_\_\_\_\_ A positive or negative evaluation of an object, a person or group, or an idea. [*Answer: A*]
- \_\_\_\_\_ When we do not care either way about something. [*Answer: B*]
- \_\_\_\_\_ The cognitive or “thinking” aspect of an attitude. [*Answer: C*]
- \_\_\_\_\_ Groups with which we do not identify. [*Answer: N*]

- \_\_\_\_\_ An attitude of dislike or active hostility toward a particular group in society. [*Answer: F*]
- \_\_\_\_\_ Form of unconscious racism in which minority groups lack the same access to services or opportunities afforded other group members in an organization. [*Answer: J*]
- \_\_\_\_\_ How close we feel to other people. [*Answer: G*]
- \_\_\_\_\_ Group processes theory that posits that individuals develop status value in face-to-face interactions with other people. [*Answer: K*]
- \_\_\_\_\_ Strongly held, relatively stable sets of attitudes. [*Answer: H*]

### ***Part II. Multiple-Choice Questions***

Circle the response that best answers the question.

1. Your evaluation of a new political candidate may best be described as a(n) \_\_\_\_\_, whereas your overall political ideology may better be described as a(n) \_\_\_\_\_.
- A) ideology; value
  - B) value; attitude
  - C) attitude; value
  - D) value; opinion

*Answer: C      Page Ref: 242*

2. In a recent poll, Darnell told the interviewer that he does not care either way about the election. His response reflects what concept?
- A) an ideology
  - B) a value
  - C) an attitude
  - D) a non-attitude

*Answer: D      Page Ref: 243*

3. According to time use researchers, how do people spend most of their weekly free time?
- A) watching TV
  - B) learning something new
  - C) playing sports
  - D) organizing their schedules

*Answer: A      Page Ref: 246*

4. According to Ajzen's theory of predictive behavior, one of the reasons that we do not find significant correlations between attitudes and behavior is that we must incorporate \_\_\_\_\_ into our predictive

models.

- A) social norms
- B) personal opinions
- C) values
- D) religion

*Answer: A Page Ref: 245*

5. How do Americans spend the majority of their productive time?

- A) in personal care
- B) at work
- C) watching TV
- D) in family care

*Answer: A Page Ref: 246*

6. Individuals' attitudes are \_\_\_\_\_ predictors of their behavior.

- A) very strong
- B) weak
- C) somewhat strong
- D) perfect

*Answer: B Page Ref: 244-245*

7. Of the following social theorists, who is most associated with the study of racial prejudice in the United States?

- A) George Herbert Mead
- B) W. E. B. Du Bois
- C) Talcott Parsons
- D) William Thomas

*Answer: B Page Ref: 247*

8. Nathan started attending KKK meetings when he saw some of his African American neighbors get better jobs than he did. Which of the following theories best explains Nathan's negative attitudes toward African Americans?

- A) social distance theory
- B) symbolic interaction
- C) Blumer's theory of group position
- D) status construction theory

*Answer: C Page Ref: 253*

9. Decades of social distance research show that most Americans \_\_\_\_\_.

- A) oppose racial and ethnic diversity
- B) are open to some racial and ethnic diversity
- C) are not racist
- D) are more racist than in the past

*Answer: B Page Ref: 250*

10. Recent research, using the Bogardus social distance scale, indicates which group to be the most “distant” among American students?

- A) African Americans
- B) Latinos
- C) Asians
- D) Arabs

*Answer: D Page Ref: 250*

11. LaPiere’s study of prejudice clearly showed what?

- A) that most people do not have much prejudice
- B) that most people act on their prejudices
- C) that most people do not act on their prejudices
- D) that most people support equal access to public spaces

*Answer: C Page Ref: 250-251*

12. Overall, which way do American political attitudes lean?

- A) very conservative
- B) moderately conservative
- C) moderately liberal
- D) very liberal

*Answer: B Page Ref: 257*

13. In the United States, which group tends to be the most liberal?

- A) females living in the Midwest
- B) females living on the West Coast
- C) males living in the Midwest
- D) males living on the West Coast

*Answer: B Page Ref: 257*

14. One explanation for the income disparity between men and women is the \_\_\_\_\_, in which women with children make disproportionately less money than men or than women without children.

- A) motherhood advantage
- B) uncommitted worker factor

- C) gender bias preclusion
- D) motherhood penalty

*Answer: D Page Ref: 253*

15. Research generally shows that American attitudes on most major social issues have been \_\_\_\_\_ over the last 30 years.

- A) pretty stable
- B) changing dramatically
- C) based on stable values
- D) changing not at all

*Answer: B Page Ref: 261-262*

16. Based on status construction theory, how can you get what you want from a group and leave a positive impression?

- A) by acting like a very nice person
- B) by acting like a generous person
- C) by acting like a majority member of society
- D) by acting like a high-status person

*Answer: D Page Ref: 263-264*

17. Willer's research showing presidential approval ratings increasing after the 9/11 terrorist attacks in clearly showed \_\_\_\_\_.

- A) in-group bias tendencies
- B) out-group bias tendencies
- C) prejudicial biases
- D) ideological alliances

*Answer: A Page Ref: 264-265*

18. The slow response to Hurricane Katrina victims was cited as an example of \_\_\_\_\_ in your textbook.

- A) government inefficiency
- B) conscious racism
- C) unconscious racism
- D) racial equality

*Answer: C Page Ref: 249*

19. Equal status, shared goals, group interaction, and authority supporting the group are all part of what hypothesis?

- A) social contact hypothesis

- B) group contact hypothesis
- C) team-building hypothesis
- D) status construction

*Answer: A Page Ref: 253-254*

### **Part III. Essay Questions**

Answer the questions in your own words.

1. Describe Blumer's theory of group position. Apply the theory to explain the existence of prejudice against one or more groups in society today.
2. Review the different dimensions of attitudes. How does the complexity of attitudes help to explain the relatively weak relationship between a person's attitudes and his or her behavior?

### **Part IV. Vignette Analysis**

Read the vignette and answer the questions that follow.

*John was telling his friend Simone that he really doesn't consider himself prejudiced. If a man works hard, he says, he deserves more. John's family came to America from eastern Europe without a penny in their pockets and worked hard to become members of the middle class. He goes on to explain that he believes that there are hard-working Hispanics, too, but some of them just haven't been taught the meaning of hard work. His people, he tells Simone, work hard and deserve what they get!*

1. How might the information in this story reflect Blumer's theory of group position?
  - A) The speaker is basing his negative opinions of Hispanics on group interactions that tend to favor higher-status groups over lower-status groups.
  - B) The speaker is engaging in active discrimination.
  - C) The speaker is using prejudice to maintain his sense of entitlement.
  - D) The speaker is using discrimination to maintain his sense of entitlement.

*Answer: C Page Ref: 253*

2. What kind of bias is the speaker in this story showing?
  - A) pro-social bias
  - B) out-group bias
  - C) prejudicial bias
  - D) low-resource bias

*Answer: B Page Ref: 263*

3. Review the basic tenants of status construction theory. Apply one or more elements of the theory to help explain the racial attitudes expressed in this vignette.

## Lecture Ideas

1. Give a lecture on the importance of in-group and out-group status and language. You can discuss the controversial use of the “n” word or any other racist or sexist epithets used to describe groups. Discuss how the words have different meaning based on group status.
2. Present the research in Table 9.2 and discuss the Bogardus social distance scale.
3. Present a lecture discussing formation of attitudes and how attitudes have changed over time.

## Classroom Activities

1. Have students discuss contact theory and, in small groups, share an example of how contact theory can be applied in their own lives.
2. As a group, have students choose the most applicable theory for attitude change of prejudicial attitudes. Have them create a social action plan using this theory.
3. Show students a film, such as *American History X*, and discuss formation of prejudicial attitudes and how they can be transformed.

## Outside Class Assignments

1. Have students compile a list of 10 core attitudes. Then have them keep a journal for a week. At the end of the week, have students evaluate whether or not their attitudes on certain issues translated into behavior.
  2. Create a brief survey of attitudes. Have students fill out the survey and also have them give the survey to their parents or to the individuals who raised them. Ask students to compare their social attitudes with those of their parents to see if they match what the text says about familial influence on attitudes and values.
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## Chapter 10 The Sociology of Emotions and Relationships

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### Chapter Goal

This chapter reviews the many dimensions of sentiment and emotions. It also examines the role of emotions in the development and maintenance of society as well as the impact of society and culture on the development and expression of emotions.

### Chapter Outline

- I. Constructing Emotions and Relationships
  - A. Defining Emotions
    1. Emotions and Society
  - B. Socialization of Emotions
  - C. Identity, Interactions, and Emotions
  - D. From Emotions to Relationships
  - E. Section Summary
  - F. The Take-Away Message
  
- II. Structural Conditions Affecting Emotions and Relationships
  - A. Power, Status, and Emotions
  - B. Feeling Rules and Norms
    1. Emotion Work
    2. The Socioemotional Economy
    3. Emotion Culture
  - C. Community and Relationships
  - D. Section Summary
  - E. The Take-Away Message
  
- III. Group Processes and Emotions
  - A. Feelings and Social Exchange
    1. Justice and Emotion
    2. Status and Emotion
    3. Power and Emotion
  - B. Social Exchange Theory of Intimate Relationships
  - C. Section Summary
  - D. The Take-Away Message
  
- IV. Bringing It All Together
  
- V. Summary
  
- VI. Key Terms and Concepts

VII. Discussion Questions

**Test Questions**

***Part I. Matching Items***

Match the term to its definition by filling in the letter or letters before the term in the appropriate blank.

A. Primary emotions	M. Sympathy account	Y. Theory of interaction ritual chains
B. Secondary emotions	N. Feelings	Z. Gesellschaft
C. McDonaldization	O. Power-status approach	AA. Mood
D. Feeling rules	P. Distributive justice	BB. Sentiment
E. Socioemotional economy	Q. Procedure justice	CC. Affect
F. Physiological change	R. Interaction ritual	DD. Emotions
G. Moral emotions	S. Emotional scripts	EE. Expressive gestures
H. Emotional label	T. Emotional energy	FF. Emotion work
I. Emotional intelligence	U. Situational cues	GG. Affect theory of social exchange
J. Gemeinschaft	V. Emotional cues	HH. Edgework
K. Homophily	W. Cybernetic approach	II. Emotional discrimination
L. Emotion culture	X. Sociocentric model	

\_\_\_\_\_ A heightened sense of excitement produced by a feeling of belonging in society. [*Answer: T*]

\_\_\_\_\_ Exchange-based theory in which exchange relationships are thought to produce emotions which are used as an internal source of rewards and punishments for developing cohesion among individuals and groups. [*Answer: GG*]

\_\_\_\_\_ Thrill seeking behaviors designed to produce intense emotions. [*Answer: HH*]

\_\_\_\_\_ Attributing secondary (i.e., human) emotions to our in-groups and not our out-groups. [*Answer: II*]

\_\_\_\_\_ The process of hyperrationality of the service workforce, applying assembly-line techniques to interpersonal work. [*Answer: C*]

\_\_\_\_\_ A diffuse emotional state that lasts a relatively long period of time. [*Answer: AA*]

- \_\_\_\_\_ Element of emotion referring to the changes in our body that reflect the emotion in a given situation. [*Answer: F*]
- \_\_\_\_\_ Element of emotion referring to the terms we use to label our feelings. [*Answer: H*]
- \_\_\_\_\_ Expectations about when and how to act excited or angry or any other emotion. [*Answer: S*]
- \_\_\_\_\_ Feelings that incorporate situational cues, physiological changes, expressive gestures, and an emotion label. [*Answer: DD*]
- \_\_\_\_\_ Our ability to control and employ emotions in our social environments. [*Answer: I*]
- \_\_\_\_\_ An evaluative component of an emotion. [*Answer: CC*]
- \_\_\_\_\_ The study of emotion that assumes that social conditions shape our emotions and, in turn, that our emotions act to maintain social structures. [*Answer: W*]
- \_\_\_\_\_ In exchange theory, it is the beliefs about the fairness of what people get. [*Answer: P*]
- \_\_\_\_\_ A society's expectation about how to experience different emotions. [*Answer: L*]
- \_\_\_\_\_ The generation of prescribed emotion in order to meet the demands of a job. [*Answer: FF*]
- \_\_\_\_\_ Information about when and what emotions are appropriate in a given social setting. [*Answer: V*]
- \_\_\_\_\_ Societies in which relationships are based on family and kinship. [*Answer: J*]
- \_\_\_\_\_ Element of an emotion referring to the indications we give of the emotion we are experiencing. [*Answer: EE*]
- \_\_\_\_\_ Rules that tell us how we should feel in different social interactions. [*Answer: D*]
- \_\_\_\_\_ Internal states associated with a particular emotion. [*Answer: N*]
- \_\_\_\_\_ Societies in which relationships are based on self-interest. [*Answer: Z*]
- \_\_\_\_\_ The exchange of symbols and emotion between individuals essential to maintaining society. [*Answer: R*]
- \_\_\_\_\_ The study of emotions based on the idea that human emotions result from real, anticipated, imagined, or recollected outcomes of social relations. [*Answer: O*]
- \_\_\_\_\_ The tendency to be attracted to others who have similar characteristics, such as being from the same ethnic, religious, or social class background. [*Answer: K*]

- \_\_\_\_\_ Physiologically grounded emotions that we inherit through evolutionary processes, including anger, fear, depression, and satisfaction. [*Answer: A*]
- \_\_\_\_\_ In exchange theory, it is the beliefs about the fairness of the methods used to make distributions. [*Answer: Q*]
- \_\_\_\_\_ Emotions that derive from primary emotions when we attach varying meanings to primary emotions. [*Answer: B*]
- \_\_\_\_\_ A system for regulating emotional resources among people. [*Answer: E*]
- \_\_\_\_\_ The amount of sympathy that a person can expect from other people. [*Answer: M*]
- \_\_\_\_\_ Theory that emphasizes the role of emotions in maintaining macrosociological institutions. [*Answer: Y*]
- \_\_\_\_\_ Those emotions that compel us to follow the rules of society. [*Answer: G*]
- \_\_\_\_\_ A feeling that has been given meaning by society. [*Answer: BB*]
- \_\_\_\_\_ Element of emotion that tells when and what emotion is appropriate in a given social interaction. [*Answer: U*]
- \_\_\_\_\_ Theory that argues that the primary means of learning about emotions comes from social instruction, primarily through family, friends, and schooling. [*Answer: X*]

## ***Part II. Multiple Choice Questions***

Circle the response that best answers the question.

1. Based on Thoit's treatment of emotions, which of the following are dimensions of emotion?
- A) situational cues
  - B) moods
  - C) arousals
  - D) values

*Answer: A*      *Page Ref: 272*

2. The moment that society gives meaning to an emotion it becomes a \_\_\_\_\_.
- A) sentiment
  - B) feeling
  - C) mood
  - D) affect

*Answer: A Page Ref: 272-273*

3. Clem has been feeling sad all day long. What term best describes his emotional state?

- A) sentiment
- B) feeling
- C) mood
- D) affect

*Answer: C Page Ref: 272*

4. Which of the following emotions is considered a primary emotion?

- A) guilt
- B) pride
- C) conceit
- D) anger

*Answer: D Page Ref: 272*

5. What emotion did wheelchair users employ when managing interactions with “stand-up” people, in Cahill and Eggleston’s study of people with handicaps?

- A) fear
- B) anger
- C) love
- D) humor

*Answer: D Page Ref: 274*

6. Which of the following emotions is an example of a moral emotion?

- A) arrogance
- B) shame
- C) love
- D) conceit

*Answer: B Page Ref: 275*

7. The application of the symbolic interaction perspective on the role of emotions in the interaction process would focus on \_\_\_\_\_, the exchange of symbols and emotions between individuals, as the unit of analysis.

- A) the interaction ritual
- B) emotional energy
- C) the sociocentric model
- D) emotional scripts

*Answer: A Page Ref: 274*

8. At a college basketball game, Joe finds himself doing the wave and yelling more than he has ever done in his life. According to Louis Zurcher's work on emotions in society, why is Joe acting like this at a game when he never does such things in his home life?

- A) Joe probably drank too much alcohol at the game.
- B) Joe lost control of himself because of the excitement around him.
- C) Joe is probably following the emotional script present at most games.
- D) Joe is waiting for an opportunity to break societal rules about emotions present at most games.

*Answer: C Page Ref: 277*

9. According to Randall Collins's theory of interaction ritual chains, what role does emotion play in the maintenance of society?

- A) Emotional energies provide the reason for maintaining interactions in society.
- B) Emotional scripts provide information about how to behave in society.
- C) Emotions give us cues as to whether we are performing our roles in society adequately.
- D) Emotions exist within a series of "feeling rules" about how to behave in society.

*Answer: A Page Ref: 274-275*

10. According to Scheff, which of the following emotions is essential to making people follow the rules of society?

- A) anger
- B) excitement
- C) happiness
- D) shame

*Answer: D Page Ref: 275*

11. Which of the following jobs is most likely to have an extensive set of feeling rules?

- A) a cashier at McDonald's
- B) a stay-at-home mother
- C) a plumber
- D) a farmer

*Answer: A Page Ref: 283-284*

12. Zurcher's concept of emotional scripts most closely resembles what other concept reviewed in this chapter?

- A) emotion rules
- B) emotional energy
- C) feeling rules

D) sentiment

*Answer: C Page Ref: 277*

13. Milan was a little perturbed when his boss refused to accept some flowers that he had purchased as a sign of his sadness over the loss of her sister. Which sympathy rule did Milan's boss break?

- A) Do not make false claims of sympathy.
- B) Do not claim too much sympathy.
- C) Claim some sympathy.
- D) Reciprocate positive emotions.

*Answer: C Page Ref: 283*

14. Based on Lofland's analysis of the role of culture in the expression of grief in society, which of the following places would have the hardest time coping with the loss of a child?

- A) modern-day America
- B) historic Europe
- C) modern-day Ethiopia
- D) historic America

*Answer: A Page Ref: 285-286*

15. What did Swidler's research on love in American culture reveal?

- A) that Americans find it hard to fall in love
- B) that Americans initiate relationships based on a mythical view of emotional bonding between lovers
- C) that Americans use the ideal of perfect love to sustain relationships on a day-to-day basis.
- D) that Americans see love as involuntary and uncontrollable

*Answer: B Page Ref: 286*

16. According to exchange theory and research, which of the following situations is most likely to produce a positive emotion?

- A) an exchange in which what you get is commensurate to your social position in the group
- B) an exchange in which you get as much as you give
- C) an exchange in which you get less than you give
- D) an exchange in which you get more than you give

*Answer: B Page Ref: 288*

17. According to the exchange theory, what sentiment is expected when you get more out of an exchange than you give?

- A) sadness
- B) guilt

- C) happiness
- D) joy

*Answer: B Page Ref: 288-289*

18. According to group processes research and theory, how does power in relationships affect our emotions?

- A) Relationships characterized as having equal power engender positive emotion.
- B) Power makes us feel guilty in social exchanges.
- C) Relationships characterized as having unequal power engender positive emotion.
- D) Power gives us a positive feeling only when we deserve it.

*Answer: A Page Ref: 291-292*

19. Secondary emotions are \_\_\_\_\_.

- A) learned through socialization
- B) similar to non-attitudes
- C) strong, never weak
- D) unperceptive

*Answer: D Page Ref: 272*

20. The meanings of emotions \_\_\_\_\_ over the life course

- A) remain the same
- B) change in both direction and strength
- C) change only in direction
- D) change only in strength

*Answer: B Page Ref: 276*

21. The sociocentric model of emotional socialization argues that the primary means of learning about emotions comes from \_\_\_\_\_.

- A) physiological cues
- B) social instruction
- C) cybernetic conditions
- D) observation without interpretation

*Answer: B Page Ref: 276*

22. Your friend Chloe goes through a bad break-up and loses her cat all in the same week. When you and Chloe are out to dinner one night you run into Sarah, a good friend of yours from school. Chloe expresses the tragedies that have befallen her the past week to Sarah, who proceeds to listen and then change the conversation. Once back to your dinner, Chloe expresses her dismay that Sarah did not seem

concerned about her break-up or about loss of her cat. Chloe is upset because her \_\_\_\_\_ were not met?

- A) social scripts
- B) emotional scripts
- C) sentiments
- D) emotions

*Answer: B Page Ref: 277*

23. \_\_\_\_\_ is one of the four pillars of attraction used in social psychology to understand how we make friendship choices.

- A) Similarity
- B) Diversity
- C) Status
- D) Power

*Answer: A Page Ref: 278*

24. Which of the following jobs demands high levels of emotion work?

- A) plumber
- B) teacher
- C) ballet dancer
- D) factory worker

*Answer: B Page Ref: 283-284*

### ***Part III. Essay Questions***

Answer the following questions in your own words.

1. Review the sociocentric model of emotional socialization or affect control theory. Discuss the role of society in the development of emotions more generally and how emotions contribute to the maintenance of identity specifically.
2. Review the theory of interaction ritual chains. How do our emotions contribute to the maintenance of society, according to this theory?
3. Review the role of emotions in exchange processes. What conditions are most likely to produce positive emotions? Negative emotions? What role do power and status play in the development of emotions in exchange relationships?

### ***Part IV. Vignette Analysis***

Read the vignette and answer the questions that follow.

*When Janet started taking notes for her boss, Fred, she just knew that there was something wrong. She decided that she should stay quiet and let him cool off a bit. However, the moment she made a mistake with the dictation, Fred blew up at her, throwing his arms in the air in disgust. Janet did not say anything, figuring that he just needed to blow off steam. This interaction made her a bit angry, but she has learned to let things like that go, thinking “he is just like that.” He later apologized for the outburst and they both felt much better after the apology.*

1. Which of the following theories or concepts best explains why Fred is able to blow up at his secretary but she is not able to respond to his outbursts?

- A) dramaturgy
- B) power-status approach to emotions
- C) affect control theory
- D) structural functionalism

*Answer: B Page Ref: 282*

2. Which theory or concept best explains the need for the two in this story to come to some conclusion about the emotional outburst?

- A) dramaturgy
- B) emotion work
- C) affect control theory
- D) interaction ritual chains

*Answer: D Page Ref: 274*

3. Which dimension of emotion is expressed by Fred throwing his hands up in the air as a result of his anger?

- A) situational cues
- B) physiological changes
- C) expressive gestures
- D) an emotion label

*Answer: C Page Ref: 272*

4. Describe the power-status approach to emotions. Apply the framework to the behavior of one or both individuals in this story.

## **Lecture Ideas**

1. Give a lecture on our tendency to see emotion only as a physiological response. You may want to use a range of emotions, from mild (embarrassment) to intense (grief). In these examples you can socially situate the emotions to illustrate their social context (e.g., the embarrassment of passing gas in public or when alone).

2. Lecture on Clark's socioemotional economy and the four rules of sympathy. Provide several vignettes and have the class apply the rules to your examples.
3. Discuss what emotional culture is and what aspects of emotional culture are most prevalent in American culture. Discuss how emotional culture changes over time and differs from region to region.

### **Classroom Activities**

1. Go to: <http://www.bbc.co.uk/science/humanbody/mind/surveys/smiles/>.
2. As a class perform the activity to decide whether the emotions of the individuals (e.g., happiness) are genuine or not. Then lecture on the idea of universal emotions and our social competency of reading these.
3. Have students list as a group different emotions and ask them to categorize them by type.

### **Outside Class Assignments**

1. Have students engage in fieldwork observing small children and their parents at places like a park, the mall, or amusement park. Have students jot down the interactions they observe, paying particular attention to how children express their emotions and to parents' reactions and management of their emotions. Have students answer the following questions:
    - a. Did the parents attempt to teach or correct the emotions of the children you observed?
    - b. In what ways did you observe children being socialized to appropriate emotional expression?
    - c. Did you observe examples where parents deviated from teaching children appropriate emotional expression?
    - d. How do your observations apply to the sociocentric model of emotion?
  2. Have students go to a restaurant or other place where they have to interact with public service workers for a period of time. Have them observe the emotion work being performed by the public service worker. Ask them to write up their observations and if they think the emotion work met the demands of the job and their expectations.
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## Chapter 11 Collective Behavior

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### Chapter Goal

The goal of this chapter is to review theories of collective behavior and the current research on behaviors that occur during collective events.

### Chapter Outline

- I. Constructing Collective Behavior
  - A. Mass Hysteria Theory
    1. Herbert Blumer and Circular Reaction
    2. Linking Social and Collective Identity
  - B. Rational Choice in Collective Behavior: Emergent Norm Theory
  - C. Value-Added Theory
    1. Types of Collective Behavior
    2. Determinants of Collective Behavior
  - D. Perception Control Theory
  - E. Section Summary
  - F. The Take-Away Message
- II. Structure of Crowds and Social Movements
  - A. Social Structure and Social Movements
  - B. Behavior during Collective Events
    1. Phases of Collective Behavior
    2. Size and Media Coverage of Protests
  - C. Collective Memory
  - D. Section Summary
  - E. The Take-Away Message
- III. Group Processes and Collective Behavior
  - A. Section Summary
  - B. The Take-Away Message
- IV. Bringing It All Together
- V. Summary
- VI. Key Terms and Concepts
- VII. Discussion Questions

## Test Questions

### Part I. Matching Items

Match the term to its definition by filling in the letter or letters before the term in the appropriate blank.

A. Acting crowds	M. New social movements	Y. Collective action
B. Collective identity	N. Coalition	Z. Insecure participant
C. Political process theory	O. Expressive crowd	AA. Concerned participant
D. Collective memory	P. Social dilemma	BB. Curiosity seeker
E. Panic	Q. Hostile outbursts	CC. Ego-involved participant
F. Free-rider problem	R. Craze	DD. Social movement organizations
G. Social movements	S. Milling	EE. Resource mobilization theory
H. Interpretive phase	T. Circular reaction	FF. Value-oriented social movements
I. Value-added theory	U. Public	GG. Norm-oriented movements
J. Emergency dispersals	V. Mass hysteria (or contagion) theory	HH. Contagious mental unity
K. Coerced dispersals	W. Mass	II. Differential expression
L. Routine dispersal	X. Emergent norm theory	JJ. Perception control theory

\_\_\_\_\_ Groups of people with a focus, or goal, who act with unity to achieve a goal. [*Answer: A*]

\_\_\_\_\_ A dispersal in which participants leave a gathering in a rational, orderly fashion. [*Answer: L*]

\_\_\_\_\_ Crowd that lacks a goal and is primarily just a setting for tension release, often through rhythmical action such as applause, dancing, or singing. [*Answer: O*]

\_\_\_\_\_ Attempts to change the social order of society. [*Answer: FF*]

\_\_\_\_\_ Aspect of emergent norm theory that argues that individuals enter groups with different attitudes and perspectives. [*Answer: II*]

\_\_\_\_\_ Any type of mass violence or killings. [*Answer: Q*]

\_\_\_\_\_ Anonymous individuals from many social strata that are loosely organized. [*Answer: W*]

\_\_\_\_\_ A shared belief about a person, an event, or interaction or object. [*Answer: D*]

- \_\_\_\_\_ A sense of shared emotional bonds that emerges whenever people interact in a group. [*Answer: HH*]
- \_\_\_\_\_ Crowd dispersals that occur during emergency situations like fires or explosions. [*Answer: J*]
- \_\_\_\_\_ Collective action designed to produce a new social order. [*Answer: G*]
- \_\_\_\_\_ An individual's sense of connection with a larger community or group. [*Answer: B*]
- \_\_\_\_\_ An alliance of actors formed for the purpose of achieving some goal. [*Answer: N*]
- \_\_\_\_\_ Part of the circular reaction process in which individuals at an event anxiously move about in a seemingly aimless and random fashion. [*Answer: S*]
- \_\_\_\_\_ Movements to change the way things are regulated in society. [*Answer: GG*]
- \_\_\_\_\_ Examines the interaction of competing interests and opportunity structures in a group's ability to produce social change. [*Answer: C*]
- \_\_\_\_\_ An aggregate of people, often from the same social class, who are concerned with a specific issue. [*Answer: U*]
- \_\_\_\_\_ According to emergent norm theory, a person who is not directly involved with a group's goal but participates out of concern over an issue. [*Answer: AA*]
- \_\_\_\_\_ According to emergent norm theory, it is the type of person who participates in the group out of curiosity. [*Answer: BB*]
- \_\_\_\_\_ According to emergent norm theory, it is the type of person who feels a strong personal commitment to the issue that the group is involved with. [*Answer: CC*]
- \_\_\_\_\_ According to emergent norm theory, it is the person participating in a crowd merely for the sense of connection with the group. [*Answer: Z*]
- \_\_\_\_\_ A situation whereby, if every person acts in his or her own best interests, the results will be bad for the group. [*Answer: P*]
- \_\_\_\_\_ A situation in which large numbers of people are overwhelmed with a common fear. [*Answer: E*]
- \_\_\_\_\_ Part of the circular reaction process in which people respond to one another by interpreting the other's gestures and remarks, rehearsing or visualizing a possible response, and then conveying a response. [*Answer: H*]

- \_\_\_\_\_ Process by which people become more and more suggestible and irrational after interactions become interrupted. [*Answer: T*]
- \_\_\_\_\_ Situations in which a third party attempts to break up a group. [*Answer: K*]
- \_\_\_\_\_ Theory based on the idea that individuals in crowds lose their ability to think and act rationally. [*Answer: V*]
- \_\_\_\_\_ Theory based on the notion that to fully understand the causes of collective events, you need to distinguish the type of collective behavior in question and the social conditions surrounding it. [*Answer: I*]
- \_\_\_\_\_ Theory based on the premise that people must be able to monitor and interpret one another's behavior for collective action to occur. [*Answer: JJ*]
- \_\_\_\_\_ When large numbers of people become obsessed with something like the purchase of a product or an activity. [*Answer: R*]
- \_\_\_\_\_ When individuals formally organize into groups to bring about social change. [*Answer: DD*]
- \_\_\_\_\_ Those movements that center around specific issues rather than class-based political mobilizations (e.g., workers' rights). [*Answer: M*]
- \_\_\_\_\_ Theory of collective behavior focusing on how individuals come to accept the constraints imposed by a group. [*Answer: X*]
- \_\_\_\_\_ Theory of collective action that views social movements as a product of the interaction between the social conditions that lead people to want change and resources available to make those changes. [*Answer: EE*]
- \_\_\_\_\_ When some actors can reap the benefits of a group effort without incurring the costs. [*Answer: F*]
- \_\_\_\_\_ The purposive nature of people's behavior when they collectively celebrate, mourn, worship, protest, compete in athletics, or confront disasters. [*Answer: Y*]

## ***Part II. Multiple-Choice Questions***

Circle the response that best answers the question.

1. The March for Life protest against abortion is probably best described as a \_\_\_\_\_.
- A) social action
  - B) collective action
  - C) social movement
  - D) collective movement

*Answer: C Page Ref: 299-300*

2. Gustave LeBon's book *The Crowd* is based on observations of which of the following events?
- A) the Russian Revolution
  - B) the French Revolution
  - C) World War II
  - D) the Chinese Revolution

*Answer: B Page Ref: 299*

3. Which theorist is most associated with mass hysteria theory?
- A) Carl Couch
  - B) Herbert Blumer
  - C) Neil Smelser
  - D) Gustave LeBon

*Answer: D Page Ref: 301*

4. According to Blumer's theory of circular reaction, when do individuals in crowds start to lose control and act without much rationality?
- A) during the milling phase when individuals are encouraged to act out against authorities
  - B) during the interpretation phase when individuals are encouraged to act out against authorities
  - C) during the interpretation phase when individuals lose their ability to communicate about appropriate behavior
  - D) during the milling phase when individuals lose their ability to communicate about appropriate behavior

*Answer: C Page Ref: 303*

5. According to LeBon, \_\_\_\_\_ is one of the main ingredients of contagion theory.
- A) milling
  - B) irrational behavior
  - C) expressive behavior
  - D) circular reaction

*Answer: B Page Ref: 301*

6. Authorities explained students' behavior at the "Stairway to the Stars" concert using which theory?
- A) emergent norm theory
  - B) value-added theory
  - C) resource mobilization theory
  - D) mass hysteria theory

*Answer: D Page Ref: 302, Box 11.1*

7. Guilford went to a protest against the school's smoking policy because he truly believed that it was wrong and should be changed. He had been a leader in the antismoking group for a number of years prior to the march. According to Turner and Killian, what kind of participant is he?

- A) ego-involved participant
- B) concerned participant
- C) insecure participant
- D) curiosity seeker

*Answer: A Page Ref: 306*

8. According to Smelser's value-added theory, the American stock market crash in 1929 was representative of which kind of behavior?

- A) panic
- B) craze
- C) hostile outburst
- D) norm-oriented social movement

*Answer: A Page Ref: 307*

9. Following Smelser's value-added theory, why would we not expect a poor, third-world nation with a barter economy to develop mass hysteria over stock market problems in the United States, such as the crash of the U.S. market in the 1920s?

- A) lack of structural conduciveness
- B) lack of structural strain
- C) lack of generalized belief
- D) action of social control

*Answer: A Page Ref: 308*

10. Which of the following theories of collective behavior is most likely to incorporate larger social-structural conditions in predicting the development of a social movement?

- A) irrational process theory
- B) value-added theory
- C) hysterical behavior theory
- D) behavior control theory

*Answer: B Page Ref: 307-308*

11. Steve turned to the people around him for help in deciding how to act at a local protest. According to perception control theory, what form of perception control is Steve using?

- A) independent instruction
- B) interdependent instruction

- C) organizational instruction
- D) interactional instruction

*Answer: B Page Ref: 308-309*

12. What is the best predictor of participation in a march or a riot?
- A) a person's structural position
  - B) a person's concern over a social condition in society
  - C) a person being asked to go to the event
  - D) a person's access to resources

*Answer: C Page Ref: 311*

13. The vast majority of protests and other collective events exhibit which kind of dispersal?
- A) routine dispersal
  - B) emergency dispersal
  - C) coerced dispersal
  - D) active dispersal

*Answer: A Page Ref: 312*

14. Which description is characteristic of a coerced dispersal?
- A) people leaving a protest in an orderly fashion after it ends
  - B) people leaving a protest because a fire breaks out
  - C) people leaving a protest because police officers throw tear gas into the crowd
  - D) people leaving a protest because the leaders of the movement have finished talking

*Answer: C Page Ref: 312*

15. Most protest marches in the United States are \_\_\_\_\_.
- A) small and include civil disobedience
  - B) small and peaceful
  - C) large and peaceful
  - D) large and marred by violence

*Answer: B Page Ref: 313*

16. Group processes research shows that \_\_\_\_\_ are natural products of individuals faced with large power disparities.
- A) coalitions
  - B) violent revolutions
  - C) circular reactions
  - D) mass hysteria

*Answer: A Page Ref: 317*

17. The debate as to whether to stop and look at an accident while driving by, possibly slowing down the traffic behind you, is an example of \_\_\_\_\_.

- A) a social dilemma
- B) the free-rider problem
- C) group conformity
- D) mass hysteria

*Answer: A Page Ref: 318*

18. Public radio, radio stations that rely, in part, on listener support to stay in business, run the risk of what problem?

- A) a social dilemma
- B) the free-rider problem
- C) group conformity
- D) mass hysteria

*Answer: B Page Ref: 318*

19. The use of \_\_\_\_\_ is important to the forming of collective memories?

- A) storytelling
- B) collective behavior
- C) collective emotion
- D) framing

*Answer: A Page Ref: 314-315*

### ***Part III. Essay Questions***

Answer the questions in your own words.

1. A number of theories about collective behavior have been reviewed in this chapter. Pick one of the theories from the list that follows. Describe the basic tenants of that theory and compare the role that larger, social-structural conditions play in each of them, if at all.

Mass hysteria theory

Emergent norm theory

Political process theory

Value-added theory

Resource mobilization theory

2. Apply group processes theory and research related to coalitions to explain the development of social movements. First, define the concept of coalition. Second, describe how coalitions work and the

conditions that make them successful. Third, apply this information to explain how and why people initiate social movements in society.

#### **Part IV. Vignette Analysis**

Read the vignette and answer the questions that follow.

*Reba went to the “Million Witch March” because doing witchcraft was a hobby for her. However, it was not a major part of her identity. After being there for only an hour or so, she decided to leave because she just could not make sense of what was going on and people seemed to be moving about aimlessly. Just then, she saw a police officer dragging one of the other witches away in a car. She looked around to see what other people were doing before marching forward to stop the police. Her actions proved successful at first, as many of the other witches joined her to stop the cop. However, eventually the police won the conflict by detaining a number of participants.*

1. Using Blumer’s theory of circular reaction, what stage was Reba going through before she decided to help the witch being taken away by the police?
  - A) circular reaction
  - B) milling
  - C) interpretive phase
  - D) stage 1

*Answer: B Page Ref: 303*

2. Research on crowd behaviors generally shows that the interactions in this vignette are \_\_\_\_\_ of most rallies and protests.
  - A) pretty typical
  - B) pretty rare
  - C) always present
  - D) never present

*Answer: B Page Ref: 312*

3. According to Turner and Killian, what kind of participant is Reba?
  - A) ego-involved participant
  - B) concerned participant
  - C) insecure participant
  - D) curiosity seeker

*Answer: B Page Ref: 306*

4. Review one of the major theories of collective behavior and apply that theory to explain the actions of Reba and/or the people who helped her in this story.

## **Lecture Ideas**

1. Lecture on new social movements (e.g., the green movement, the Occupy Wall Street movement, or the Tea Party movement). Discuss how they became mobilized and apply concepts of collective behavior and action to describe them.
2. Using a current event, discuss why individuals partake in socially deviant, criminal, and often reprehensible acts in group settings.

## **Classroom Activities**

1. Show several film or news clips of current or historical social movements, protests, or riots and have the class discuss the determinants of collective behavior.

## **Outside Class Assignments**

1. Have students watch news broadcasts for two hours. Ask them to watch an hour from a different news source (e.g., from one local and one national news program). Have them do a content analysis of how many times incidents of collective behavior were reported. What type, if any, coverage did they observe? Can they apply one of the principles from this chapter to the news reports?