**Chapter 1 The Sociological Approach to Social Problems**

**A. Multiple-Choice**

1. As the percentage of the U.S. residents who are over 65 years old increases, the divide between workers who support the old with payroll taxes will have a racial dimension because the elderly will be overwhelmingly \_\_\_\_\_\_\_\_\_\_.
2. African American
3. Asian
4. Latin American
5. White

**Answer:** D

**Page Reference:** 3

**Learning Objective:**

**Topic/A-head:** Introduction

**Skill Level:** Remember the Facts

1. Emergency food requests and people seeking emergency shelter are \_\_\_\_\_\_\_\_\_\_.
2. increasing
3. decreasing
4. staying the same
5. not currently studied

**Answer:** A

**Page Reference:** 4

**Learning Objective:**

**Topic/A-head:** Introduction

**Skill Level:** Remember the Facts

1. The United States, with about 4.5 percent of the world’s population, consumes \_\_\_\_\_\_\_\_\_\_ of the world’s energy.
2. one-third
3. one-fourth
4. one-half
5. three-fourths

**Answer:** B

**Page Reference:** 4

**Learning Objective:**

**Topic/A-head:** Introduction

**Skill Level:** Remember the Facts

1. Based on the measures used in the text, which of the following is the most accurate?
2. A greater proportion of the government is run by women in the United States than in Scandinavian countries.
3. The United States was among the worst countries in the rate of deaths for children under age five.
4. Japan is the best country in the world in which to be a mother.
5. Women have it better in the United States than in any other country in the world.

**Answer:** B

**Page Reference:** 5

**Learning Objective:**

**Topic/A-head:** Introduction

**Skill Level:** Remember the Facts

1. Almost all the growth in the world’s population by 2050 will take place in the \_\_\_\_\_\_\_\_\_\_.
2. poorest nations
3. wealthiest nations
4. United States
5. European Union

**Answer:** A

**Page Reference:** 5

**Learning Objective:**

**Topic/A-head:** Introduction

**Skill Level:** Remember the Facts

1. Half of the people in the world live on less than \_\_\_\_\_\_\_\_\_\_.
2. $0.25 a day
3. $0.50 a day
4. $1 a day
5. $2 a day

**Answer:** D

**Page Reference:** 5

**Learning Objective:**

**Topic/A-head:** Introduction

**Skill Level:** Remember the Facts

1. The \_\_\_\_\_\_\_\_\_\_ nature of social problems illustrates that social problems vary by time, place, and definition.
2. economic
3. objective
4. political
5. subjective

**Answer:** D

**Page Reference:** 7

**Learning Objective:** 1.1

**Topic/A-head:** History of Social Problems Theory

**Skill Level:** Understand the Concepts

1. In the most recent direction of the study of deviance, \_\_\_\_\_\_\_\_\_\_.
2. labeling people as abnormal has helped to clarify that they are the source of most social problems
3. it is understood that social structures contribute to the perpetuation of deviance
4. it is understood that deviants bring their problems on themselves
5. labeling is seen as irrelevant in creating and sustaining deviance

**Answer:** B

**Page Reference:** 7

**Learning Objective:** 1.1

**Topic/A-head:** History of Social Problems Theory

**Skill Level:** Understand the Concepts

1. The \_\_\_\_\_\_\_\_\_\_ nature of social problems describes societal conditions that harm certain segments of the population.
2. economic
3. objective
4. political
5. subjective

**Answer:** B

**Page Reference:** 8

**Learning Objective:** 1.2

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

**Skill Level:** Understand the Concepts

1. According to the text, \_\_\_\_\_\_\_\_\_\_ often escape criticism and identification as social problems.
2. institutions
3. criminals
4. the mentally ill
5. school dropouts

**Answer:** A

**Page Reference:** 9

**Learning Objective:** 1.2

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

**Skill Level:** Apply What You Know

1. Which of the following is a danger associated with relying on public opinion to define social phenomena as social problems?
2. It may increase focus on intuitions as the source of social problems.
3. It may divert attention from problems within the existing social order.
4. It may overlook conditions that are detrimental to the rich.
5. It may overlook individual responsibility.

**Answer:** B

**Page Reference:** 8-9

**Learning Objective:** 1.2

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

**Skill Level:** Analyze It

1. The nations of Western Europe, Scandinavia, and Canada are able to provide generous social welfare policies for their citizens because they \_\_\_\_\_\_\_\_\_\_.
2. are monarchies
3. tax their citizens at a higher rate than the United States
4. restrict the freedoms of their citizens
5. are communist nations

**Answer:** B

**Page Reference:** 11

**Learning Objective:** 1.3

**Topic/A-head:** Types of Social Problems

**Skill Level:** Remember the Facts

1. As a result of extensive and universal social services, the social welfare states have \_\_\_\_\_\_\_\_\_\_ than the United States.
2. higher infant mortality rates
3. lower literacy rates
4. lower rates of violent crime
5. higher rates of violent crime

**Answer:** C

**Page Reference:** 11

**Learning Objective:** 1.3

**Topic/A-head:** Types of Social Problems

**Skill Level:** Remember the Facts

1. Social welfare states have a(n) \_\_\_\_\_\_\_\_ life expectancy when compared to the United States.
2. shorter
3. longer
4. identical
5. nonexistent

**Answer:** B

**Page Reference:** 11

**Learning Objective:** 1.3

**Topic/A-head:** Types of Social Problems

**Skill Level:** Remember the Facts

1. Citizens in social welfare states likely have better health outcomes than those in the United States because \_\_\_\_\_\_\_\_\_\_.
2. they provide more tax-funded social services for their people
3. they have no unemployment
4. they have a more competitive system for social services
5. they access social services through private enterprise, which ensures higher quality

**Answer:** A

**Page Reference:** 11

**Learning Objective:** 1.3

**Topic/A-head:** Types of Social Problems

**Skill Level:** Remember the Facts

1. According to the sociological perspective, norm violators are \_\_\_\_\_\_\_\_\_\_.
2. solely responsible for their actions
3. universally criticized
4. the symptoms of social problems, not the cause
5. guiltless for their actions

**Answer:** C

**Page Reference:** 9

**Learning Objective:** 1.3

**Topic/A-head:** Types of Social Problems

**Skill Level:** Understand the Concepts

1. Society-induced conditions that harm any segment of the population, and acts and conditions that violate the norms and values found in society, define \_\_\_\_\_\_\_\_\_\_.
2. social problems
3. self-actualization
4. cultural deprivation
5. the sociological imagination

**Answer:** A

**Page Reference:** 10

**Learning Objective:** 1.3

**Topic/A-head:** Types of Social Problems

**Skill Level:** Understand the Concepts

1. According to the text, the key to understanding social problems is understanding the \_\_\_\_\_\_\_\_\_\_.
2. opinions of the public
3. personal experiences of those who violate society’s norms
4. needs of victims of deviant behavior
5. distribution of power in society

**Answer:** D

**Page Reference:** 10

**Learning Objective:** 1.3

**Topic/A-head:** Types of Social Problems

**Skill Level:** Understand the Concepts

1. Institutionalized deviance results in a society in which \_\_\_\_\_\_\_\_\_\_.
2. all law enforcement is corrupt
3. there is an extremely high rate of crime
4. some members are disadvantaged
5. all members are economically equal

**Answer:** C

**Page Reference:** 10

**Learning Objective:** 1.3

**Topic/A-head:** Types of Social Problems

**Skill Level:** Understand the Concepts

1. Sociology is distinct from other disciplines in its approach to understanding norm violations as \_\_\_\_\_\_\_\_\_\_.
2. defined by the least powerful members of society
3. culturally defined and socially labeled
4. an inherent property of deviant individuals
5. universally agreed upon

**Answer:** B

**Page Reference:** 9

**Learning Objective:** 1.3

**Topic/A-head:** Types of Social Problems

**Skill Level:** Apply What You Know

1. Which of the following is an example of institutionalized deviance?
2. The equal distribution of health care among all members of society
3. The equal distribution of income among all members of society
4. The bias against the poor and people of color by police officers
5. Tax laws that permit a large business to write off purchases

**Answer:** D

**Page Reference:** 10

**Learning Objective:** 1.3

**Topic/A-head:** Types of Social Problems

**Skill Level:** Analyze It

1. The idea of the “sociological imagination” was developed by which sociologist?
2. C. Wright Mills
3. William Graham Sumner
4. Karl Marx
5. Emile Durkheim

**Answer:** A

**Page Reference:** 11

**Learning Objective:** 1.4

**Topic/A-head:** The Sociological Imagination

**Skill Level:** Remember the Facts

1. The sociological imagination involves which of the following components?
2. A focus on your individual point of view
3. A focus on genetic determinants
4. A focus on social, economic, and historical circumstances
5. A focus on individual decision making

**Answer:** C

**Page Reference:** 11-12

**Learning Objective:** 1.4

**Topic/A-head:** The Sociological Imagination

**Skill Level:** Understand the Concepts

1. The system-blame approach assumes that social problems results from \_\_\_\_\_\_\_\_\_\_.
2. psychological conditions
3. social conditions
4. religious tradition
5. institutionalized deviance

**Answer:** B

**Page Reference:** 12

**Learning Objective:** 1.5

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

**Skill Level:** Understand the Concepts

1. The assumption by the members of a group that the culture of some other group is not only inferior, but also deficient, is called \_\_\_\_\_\_\_\_\_\_.
2. system-blame
3. person-blame
4. cultural deprivation
5. sociological imagination

**Answer:** C

**Page Reference:** 12-13

**Learning Objective:** 1.5

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

**Skill Level:** Understand the Concepts

1. Recidivism is the \_\_\_\_\_\_\_\_\_\_ crime.
2. reinvolvement in
3. retribution for
4. institutionalized deviance of
5. cultural deprivation of

**Answer:** A

**Page Reference:** 13

**Learning Objective:** 1.5

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

**Skill Level:** Understand the Concepts

1. The belief that the place of people in the stratification system is a function of their ability and effort refers to \_\_\_\_\_\_\_\_\_\_.
2. self-actualization
3. social Darwinism
4. the subjective nature of social problems
5. the objective nature of social problems

**Answer:** B

**Page Reference:** 14

**Learning Objective:** 1.5

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

**Skill Level:** Understand the Concepts

1. Relying too heavily on a person-blame approach to social problems is a problem because \_\_\_\_\_\_\_\_\_\_.
2. it legitimizes the right to initiate system-change rather than person-change
3. societal conditions (such as norms that are racist, sexist, or homophobic) go unchallenged
4. it directs blame at the system and away from the individuals
5. it absolves individuals from responsibility for their actions

**Answer:** B

**Page Reference:** 14-15

**Learning Objective:** 1.5

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

**Skill Level:** Understand the Concepts

1. According to social Darwinism, disadvantaged members of society \_\_\_\_\_\_\_\_\_\_.
2. do not have any control over their circumstances
3. are valuable parts of the community
4. deserve government welfare
5. deserve their fate

**Answer:** D

**Page Reference:** 14

**Learning Objective:** 1.5

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

**Skill Level:** Understand the Concepts

1. The person-blame approach assumes that social problems results from \_\_\_\_\_\_\_\_\_\_.
2. psychological conditions
3. social conditions
4. religious tradition
5. institutionalized deviance

**Answer:** A

**Page Reference:** 12

**Learning Objective:** 1.5

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

**Skill Level:** Apply What You Know

1. Which of the following is a reason for using the system-blame approach in studying social problems?
2. Individual actors are the source of many social problems.
3. A balance is needed since most people in our society tend to blame institutions.
4. It is a necessary first step in restructuring society along more humane lines.
5. Citizens are eager for societal change.

**Answer:** C

**Page Reference:** 14-15

**Learning Objective:** 1.5

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

**Skill Level:** Apply What You Know

1. Relying too heavily on a system-blame approach is a problem because \_\_\_\_\_\_\_\_\_\_.
2. societal conditions are taken for granted and go unchallenged
3. it focuses on person-change rather than system-change
4. it directs blame at individuals and away from the system
5. it absolves individuals from responsibility for their actions

**Answer:** D

**Page Reference:** 14-15

**Learning Objective:** 1.5

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

**Skill Level:** Apply What You Know

1. A person-blame approach advocates social programs that \_\_\_\_\_\_\_\_\_\_.
2. seek to control individual behavior
3. produce sweeping social change
4. reorganize social institutions
5. change long-held societal norms

**Answer:** A

**Page Reference:** 13-14

**Learning Objective:** 1.5

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

**Skill Level:** Apply What You Know

1. Deviant people are treated as the cause of their own problems by which of the following approaches to studying social problems?
2. self-actualization
3. person-blame
4. system-blame
5. institutionalized deviance

**Answer:** B

**Page Reference:** 13-14

**Learning Objective:** 1.5

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

**Skill Level:** Apply What You Know

1. Asserting that “the poor are poor because they are not bright enough to succeed” might be said by a \_\_\_\_\_\_\_\_\_\_.
2. social Darwinist
3. sociologist
4. person who focuses on institutionalized deviance
5. system blamer

**Answer:** A

**Page Reference:** 15

**Learning Objective:** 1.5

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

**Skill Level:** Apply What You Know

1. Asserting that “the poor are poor because the institutions around them set them up to fail” might be said by a \_\_\_\_\_\_\_\_\_\_.
2. social Darwinist
3. system blamer
4. person who focuses on norm violators
5. victim blamer

**Answer:** B

**Page Reference:** 15

**Learning Objective:** 1.5

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

**Skill Level:** Apply What You Know

1. According to William Graham Sumner, the rich are successful because \_\_\_\_\_\_\_\_\_\_.
2. they are superior
3. they have worked the hardest
4. there is a conspiracy by the powerful who keep the poor down
5. they have helped the poor

**Answer:** A

**Page Reference:** 15

**Learning Objective:** 1.5

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

**Skill Level:** Analyze It

1. The system-blame orientation would attribute students’ failure in schools to \_\_\_\_\_\_\_\_\_\_.
2. being born with limited intellectual capacities
3. the failure of the students to work hard to succeed
4. the failure of the educational system to meet their needs
5. the failure of their parents to provide proper guidance

**Answer:** C

**Page Reference:** 12-13

**Learning Objective:** 1.5

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

**Skill Level:** Analyze It

1. Which of the following would be a reason for a recently released criminal committing another crime according to the system-blame approach?
2. The person did not reform in prison.
3. The person is surrounded by ex-criminals.
4. The person is inherently criminal.
5. Many employers do not hire ex-convicts.

**Answer:** D

**Page Reference:** 13-14

**Learning Objective:** 1.5

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

**Skill Level:** Analyze It

1. According to the system-blame approach, many ex-convicts can be seen as victims in that \_\_\_\_\_\_\_\_\_\_.
2. they were born deviant
3. they have to spend time in prison for their crimes
4. they do not have the skills and resources to survive without resorting to crime
5. they are required to spend a year in school after getting released from prison

**Answer:** C

**Page Reference:** 13

**Learning Objective:** 1.5

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

**Skill Level:** Analyze It

1. According to the sociological perspective, which of the following best explains social problems?
2. Norm violators
3. People who seek self-actualization
4. Problems caused by societal conditions
5. Biology

**Answer:** C

**Page Reference:** 14-15

**Learning Objective:** 1.5

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

**Skill Level:** Analyze It

1. Our social system is rarely seen as causing social problems because \_\_\_\_\_\_\_\_\_\_.
2. it is the poor who define what are considered social problems
3. we tend to focus on the elite who commit “deviant” acts
4. institutions cannot be changed
5. we have a hard time questioning our cherished traditions

**Answer:** D

**Page Reference:** 14-15

**Learning Objective:** 1.5

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

**Skill Level:** Analyze It

1. Social Darwinists would oppose social reforms like social welfare because \_\_\_\_\_\_\_\_\_\_.
2. they are too expensive to produce viable results
3. they allow people to get money for doing nothing
4. they perpetuate the existence of unfit groups in society
5. it is more effective to provide technical training for the poor

**Answer:** C

**Page Reference:** 15

**Learning Objective:** 1.5

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

**Skill Level:** Analyze It

1. The authors assert that exclusively focusing on the individual when studying social problems \_\_\_\_\_\_\_\_\_\_.
2. overlooks deviations from society’s norms as potential problems
3. takes an overly deterministic view of social problems
4. ignores the strains that are caused by the inequities of the system
5. treats social problems as being the product of systematic inequity

**Answer:** C

**Page Reference:** 15

**Learning Objective:** 1.5

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

**Skill Level:** Analyze It

1. The analysis of social problems relies on \_\_\_\_\_\_\_\_\_\_.
2. politicians
3. reliable data
4. public opinion
5. media representations

**Answer:** B

**Page Reference:** 16

**Learning Objective:** 1.6

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

**Skill Level:** Remember the Facts

1. Conclusions made from \_\_\_\_\_\_\_\_\_\_ will be reliable about the entire population.
2. participant observation
3. a control group
4. a probability sample
5. an experiment

**Answer:** C

**Page Reference:** 20

**Learning Objective:** 1.6

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

**Skill Level:** Remember the Facts

1. Researchers who use \_\_\_\_\_\_\_\_\_\_ collect information about the same persons over many years.
2. longitudinal surveys
3. experiments
4. participant observation
5. public opinion polls

**Answer:** A

**Page Reference:** 20

**Learning Objective:** 1.6

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

**Skill Level:** Remember the Facts

1. In experimental research, who is the “control” group?
2. They are the researchers who conduct the study.
3. They are subjects who are exposed to the independent variable.
4. They are subjects not exposed to the independent variable.
5. They are subjects who are aware of the experimental manipulation.

**Answer:** C

**Page Reference:** 11

**Learning Objective:** 1.6

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

**Skill Level:** Remember the Facts

1. Sociologists use \_\_\_\_\_\_\_\_\_\_ to explain a range of human behavior and a variety of social and societal events.
2. political discourse
3. media representations
4. public opinion
5. sociological theory

**Answer:** D

**Page Reference:** 16

**Learning Objective:** 1.6

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

**Skill Level:** Understand the Concepts

1. Which of the following statements is accurate about sociologists doing research on social problems?
2. Personal values of the researcher do not affect his/her research.
3. Sociologists agree on a liberal agenda that sides with the disadvantaged.
4. The study of social problems cannot be value free.
5. Sociologists largely promote an agenda that maintains the existing social order.

**Answer:** C

**Page Reference:** 16-18

**Learning Objective:** 1.6

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

**Skill Level:** Apply What You Know

**B. True/False**

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

**Answer:** TRUE

**Page Reference:** 6

**Learning Objective:** 1.1

**Topic/A-head:** History of Social Problems Theory

**Skill Level:** Remember the Facts

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

**Answer:** FALSE

**Page Reference:** 7

**Learning Objective:** 1.1

**Topic/A-head:** History of Social Problems Theory

**Skill Level:** Remember the Facts

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

**Answer:** FALSE

**Page Reference:** 7

**Learning Objective:** 1.1

**Topic/A-head:** History of Social Problems Theory

**Skill Level:** Apply What You Know

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

**Answer:** TRUE

**Page Reference:** 8

**Learning Objective:** 1.2

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

**Skill Level:** Understand the Concepts

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

**Answer:** FALSE

**Page Reference:** 9

**Learning Objective:** 1.3

**Topic/A-head:** Types of Social Problems

**Skill Level:** Remember the Facts

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

**Answer:** FALSE

**Page Reference:** 14-15

**Learning Objective:** 1.5

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

**Skill Level:** Remember the Facts

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

**Answer:** TRUE

**Page Reference:** 13

**Learning Objective:** 1.5

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

**Skill Level:** Understand the Concepts

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

**Answer:** FALSE

**Page Reference:** 14-15

**Learning Objective:** 1.5

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

**Skill Level:** Understand the Concepts

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

Answer: TRUE

**Page Reference:** 14-15

**Learning Objective:** 1.5

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

**Skill:** Apply What You Know

1. Sociologists’ study of social problems is a value-free pursuit.

**Answer:** FALSE

**Page Reference:** 17

**Learning Objective:** 1.6

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

**Skill Level:** Understand the Concepts

**C. Fill-in-the-Blank**

1. Compared to all other countries, the United States uses the \_\_\_\_\_\_\_\_\_\_ percentage of the world’s energy resources.

**Answer:** highest

**Page Reference:** 4

**Learning Objective:**

**Topic/A-head:** Introduction

**Skill Level:** Remember the Facts

1. There is \_\_\_\_\_\_\_\_\_\_ among sociologists as to what constitutes a social problem.

**Answer:** disagreement

**Page Reference:** 7

**Learning Objective:** 1.1

**Topic/A-head:** History of Social Problems Theory

**Skill Level:** Understand the Concepts

1. Advantaged members of society have more\_\_\_\_\_\_\_\_\_\_ to determine what constitutes a social problem than disadvantaged members of society.

**Answer:** power

**Page Reference:** 9

**Learning Objective:** 1.3

**Topic/A-head:** Types of Social Problems

**Skill Level:** Understand the Concepts

1. A person-blame approach assumes the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ should change.

**Answer:** individual

**Page Reference:** 13-14

**Learning Objective:** 1.5

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

**Skill Level:** Understand the Concepts

1. The \_\_\_\_\_\_\_\_\_\_ assumes a child fails in school because the school setting was inappropriate for the child.

**Answer:** system-blame approach

**Page Reference:** 12-13

**Learning Objective:** 1.5

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

**Skill Level:** Apply What You Know

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

**Answer:** support

**Page Reference:** 15

**Learning Objective:** 1.5

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

**Skill Level:** Apply What You Know

1. A \_\_\_\_\_\_\_\_\_\_ is a set of ideas that explains a range of human behavior and a variety of social and societal events.

**Answer:** sociological theory

**Page Reference:** 16

**Learning Objective:** 1.6

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

**Skill Level:** Remember the Facts

1. A \_\_\_\_\_\_\_\_\_\_ is a representative part of a population that sociologists use to answer sociological questions.

**Answer:** sample

**Page Reference:** 20

**Learning Objective:** 1.6

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

**Skill Level:** Remember the Facts

1. To understand the cause-and-effect relationship among variables, sociologists use controlled \_\_\_\_\_\_\_\_\_\_.

**Answer:** experiments

**Page Reference:** 21

**Learning Objective:** 1.6

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

**Skill Level:** Remember the Facts

1. Sociologists ask three types of questions: empirical, comparative, and \_\_\_\_\_\_\_\_\_\_.

**Answer:** historical

**Page Reference:** 16

**Learning Objective:** 1.6

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

**Skill Level:** Understand the Concepts

**D. Short Answer**

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

**Page Reference:** 9-10

**Learning Objective:** 1.2, 1.3

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

**Skill Level:** Analyze It

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

**Page Reference:** 9-10

**Learning Objective:** 1.3

**Topic/A-head:** Types of Social Problems

**Skill Level:** Analyze It

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

**Page Reference:** 7; 11-12

**Learning Objective:** 1.4

**Topic/A-head:** The Sociological Imagination

**Skill Level:** Understand the Concepts

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

**Page Reference:** 14-15

**Learning Objective:** 1.5

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

**Skill Level:** Apply What You Know

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

**Page Reference:** 20-21

**Learning Objective:** 1.6

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

**Skill Level:** Apply What You Know

**E. Essay**

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

**Ideal Answer: The ideal answer should include:**

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

**Page Reference:** 14-15

**Learning Objective:** 1.5

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

**Skill Level:** Understand the Concepts

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

**Ideal Answer: The ideal answer should include:**

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

**Page Reference:** 12-13

**Learning Objective:** 1.5

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

**Skill Level:** Apply What You Know

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

**Ideal Answer: The ideal answer should include:**

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

**Page Reference:** 13-15

**Learning Objective:** 1.5

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

**Skill Level:** Analyze It

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

**Ideal Answer: The ideal answer should include:**

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

**Page Reference:** 13-14

**Learning Objective:** 1.5

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

**Skill Level:** Analyze It

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

**Ideal Answer: The ideal answer should include:**

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

**Page Reference:** 16-18

**Learning Objective:** 1.6

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

**Skill Level:** Apply What You Know