

## **Part 1: The Individual and Society**

### **Chapter 2**

### **Seeing and Thinking Sociologically**

#### *Multiple Choice*

Title: 02-01C

1. Glassner contends that overdrawn fears:
  - a. alert the public to necessary danger.
  - \*b. cause harm.
  - c. prevent cancer.
  - d. are actually misdiagnosed psychiatric illnesses.

Topic: Glassner

Title: 02-02C/F

2. Which of the following was NOT a direct result of public panic over the sexual abuse of children?
  - a. Male day care providers left the profession.
  - b. Large sums of money were spent on police investigations and trials.
  - \*c. There was a significant increase in the national crime rate.
  - d. Less money was spent on child welfare programs.

Topic: Glassner

Title: 02-03F

3. Tales of ritual child abuse during the 1980s and early 1990s were largely reported by:
  - a. clergy.
  - \*b. mothers.
  - c. children under age five.
  - d. day care providers.

Topic: Glassner

Title: 02-04C

4. Glassner states that the more \_\_\_\_\_, the more \_\_\_\_\_ we become:
  - \*a. things improve; pessimistic
  - b. crime rates increase; fearful
  - c. chaotic our world; violent
  - d. inflated our fears; educated

Topic: Glassner

Title: 02-05C

5. According to Glassner, which factor has the most significant effect on American fears?

- a. Personal experience
- \* b. News media
- c. Social networking
- d. Dissemination of research

Topic: Glassner

Title: 02-06C

6. Intellect and economy have in common an attitude of:

- \* a. indifference.
- b. sentiment.
- c. hostility.
- d. hedonism.

Topic: Simmel

Title: 02-07C

7. Which factor is not involved in the complex relationships of a metropolis?

- a. Punctuality
- b. Calculability
- c. Exactness
- \*d. Thoughtfulness

Topic: Simmel

Title: 02-08C

8. The development of modern culture has resulted in an increase in a(n) \_\_\_\_\_ existence rather than a(n) \_\_\_\_\_ existence.

- \*a. objective; subjective
- b. subjective; objective
- c. satisfactory; elusive
- d. elusive; satisfactory

Topic: Simmel

Title: 02-09C

9. In city life, one must fight \_\_\_\_\_ for the means of life rather than nature.

- a. money
- \*b. people
- c. progress
- d. labor

Topic: Simmel

Title: 02-10C/F

10. The most advanced economic division of labor is found in:
- a. hunter/gatherer cultures.
  - b. sheep herds.
  - c. farming communities.
  - \*d. cities.

Topic: Simmel

Title: 02-11C

11. Why do many students with modest academic abilities and limited financial resources choose to attend public flagship universities?
- a. They are considered “party” schools.
  - b. They are “legacies” (their parents and grandparents attended these institutions).
  - c. They want to attend school near home.
  - \*d. They believe that these schools offer the best chance for economic advancement.

Topic: Hamilton

Title: 02-12C

12. “The (Mis)Education of Monica and Karen” draws attention to:
- a. The inability of standardized tests to predict academic success
  - \*b. The ways in which a university’s institutional structure can affect academic success
  - c. The dangers of viewing the college years as a period of “extended adolescence”
  - d. The problems that arise from affirmative action

Title: 02-13C/F

13. How did Hamilton and Armstrong go about researching the topic?
- a. They compared FAFSA data with students’ standardized test scores and GPAs.
  - b. They analyzed written and video diaries kept by the participants.
  - \*c. They followed several young women who attended Midwest University through their college years and into the workforce.
  - d. They followed two groups of young women—one that had chosen to attend an elite private college and another that chose to attend a less prestigious state school—for a period of ten years.

Topic: Hamilton

Title: 02-14C

14. What do the authors suggest may be the best predictors of educational success for students from modest economic backgrounds?
- a. The individual student’s level of intelligence

b. Students' access to alternatives to the "party culture"

\*c. A good "fit" between students' resources and goals and the structures of the institutions they attend.

d. Students' selection of a major (such as nursing or accounting) that will allow entry into a field where credentials are deemed more important than connections.

Topic: Hamilton

Title: 02-15C

15. Which of the following is NOT included in the authors' suggestions for improving public universities?

\*a. Making it easier for low-income students to participate in Greek life

b. Decreasing the number of "easy" majors

c. Increasing advising services available to low-income students

d. Increasing federal and state funding for public institutions

Topic: Hamilton

Title: 02-16F

16. What percentage of the young women who lived on the same dorm floor as Monica and Karen joined a sorority during their first year?

a. Less than 10%

b. Roughly 20%

\*c. Just over 40%

d. More than 80%

Topic: Hamilton

### *True or False*

Title: 02-17C

17. Various groups tap into the public's fears and insecurities for the purpose of money.

\*a. True

b. False

Topic: Glassner

Title: 02-18C/F

18. The overall crime rate plunged during the mid to late 1990s.

\*a. True

b. False

Topic: Glassner

*Sociology: Exploring the Architecture of Everyday Life Readings* 10th Edition - Reader  
Instructor Resource  
Newman and O'Brien

Title: 02-19C/F

19. According to Simmel, all emotional relationships between people rest on individuality.

- \*a. True
- b. False

Topic: Simmel

Title: 02-20C/F

20. The majority of four-year residential colleges and universities in the U.S. are designed to meet the needs of students who must work at least part-time and have family obligations.

- a. True
- \*b. False

Topic: Hamilton

Title: 02-21C

21. Both Monica and Karen were academically prepared for studying at Midwest University.

- a. True
- \*b. False

Topic: Hamilton

Title: 02-22C

22. Elite universities, including flagship schools like MU, encourage out-of-state enrollments.

- \*a. True
- b. False

Topic: Hamilton

### *Short Answer and Essay*

Type: E

Title: 02-23C

23. Glassner mentions a paradox of the culture of fear. What is this paradox? Provide an example.

- \*a. Varies. Responses should include two elements: (1) Glassner's observation that we fear things that are, statistically speaking, unlikely to be threats to us and that our perceptions of "terrible" things do not match reality; (2) Glassner's observation that we are not adequately afraid of "real" threats.

Topic: Glassner

Type: E

Title: 02-24C

24. Describe a potential solution to one of the many problems associated with the culture of fear.

\*a. Varies. Responses might include reference to dissemination of quality information, including risk assessment and the importance of educating individuals on how to consume information.

Topic: Glassner

Type: E

Title: 02-25C

25. Provide an example of one current event that instigated fear in Americans. Include a description of the media coverage of this event. Was this an overdrawn fear?

\*a. Varies.

Topic: Glassner

Type: E

Title: 02-26C

26. How do our attempts to maintain individuality become intellectually driven in a metropolis?

\*a. Varies. Answers might reference the precision on which life in a metropolis runs, impersonality, anonymity, superficiality, the influence of capitalism, monetary exchanges/reduction of things and experiences to monetary value, the division of labor, and the need to cultivate "difference" in order to distinguish oneself.

Topic: Simmel

Type: E

Title: 02-27C

27. Define the blasé attitude described by Simmel. Why is this attitude specific to the metropolis?

\*a. Varies. Responses might reference a feeling of being either over- or underwhelmed, both of which bring about similar results: a kind of indifference and inattention. Points raised might draw from Simmel's observation that life in the metropolis is increasingly made up of "impersonal cultural elements and existing goods and values which seek to suppress peculiar personal interests and incomparabilities."

Topic: Simmel

Type: E

Title: 02-28C

28. Each of the articles addressed the intersection between individual and environment. Each, in its own way, points to how we are shaped by the social world. Discuss this theme, incorporating specific points from each of the readings.

\*a. Varies

Topic: Simmel, Glassner, Hamilton

Type: E

Title: 02-29C

29. Imagine that you have been hired by Midwest University (or another state flagship school). They want you to suggest ways to improve student retention and academic success, particularly for students who come from low-income families and who may be struggling to keep up with their coursework. Based on what you learned in this article, what would you recommend?

\*a. Varies. Answers may include: (1) reducing the influence of the Greek system; (2) decreasing emphasis on “partying”; (3) additional academic support service for struggling students; (4) quality advising services; (5) reduction in the number of “soft” majors; (6) Increased federal and state funding.

Topic: Hamilton

Type: E

Title: 02-30C

30. Describe Karen’s reasoning for changing majors (from education to broadcasting). Given what you know about her situation, was this wise decision? Pay special attention to the economic and social influences on her choices.

\*a. Varies. Responses should include references to Karen’s difficulty maintaining her GPA and the availability of less demanding majors. Her decision could be considered ill-informed given her economic and social background; a broadcasting major depends heavily on social and academic capital, which she is unlikely to possess.

Topic: Hamilton