

Multiple Choice and True/False: Worth 2 points each. Choose the answer that best fits.

1. The belief that high salaries and social rewards are important sources of motivation for the best and the brightest to pursue highly-skilled occupations is part of:
 - a. the Davis-Moore hypothesis
 - b. conflict theory
 - c. a meritocratic belief system
 - d. stratification theory

2. T F The number in deep poverty has *decreased* since Bill Clinton's welfare reform in 1996.

3. T F The Urban Renewal program made the cities a more livable environment, especially for African Americans and Latinos.

4. The fair housing public service announcement from class/concourse best illustrates:
 - a. racial steering
 - b. linguistic profiling
 - c. reification
 - d. prejudice

5. I read _____ of the readings this section.
 - a. all
 - b. most
 - c. some
 - d. a few

6. T F It takes earning a college degree for a woman to make as much as a man who only has a high school diploma.

7. T F The popularity of girls with other girls was affected by their popularity with boys, while boys' status with other boys did not depend on their relations with girls.

8. According to the contact hypothesis, the premise of the show "30 Days" works because it allows participants to:
 - a. break down stereotypes.
 - b. build empathy.
 - c. decrease anxiety associated with other groups.
 - d. all of the above.

9. T F People who have a close friend or family member who is gay are less likely to believe that people are born gay.

10. Which of the following was demonstrated during the privilege exercise's final step, reaching the "finish line"?
- stratification
 - luck
 - talent
 - motivation
 - all of the above.
11. The fact that we tend to marry people who live or work near us is most closely captured by the term:
- homogamy.
 - propinquity.
 - proxemics.
 - mere exposure effect.
12. Harris' argument that the cow became sacred in India because it served many purposes (providing dung for fuel and flooring, plowing or tending fields, and so forth) is most closely related to:
- structural functionalism.
 - the conflict perspective.
 - symbolic interaction.
 - both a & b.
13. Valarie Kaur explored the plight of _____ after 9/11.
- Hindu
 - Muslims
 - Sikh
 - Indonesians
 - all of the above
14. When the teacher in *A Class Divided* noted that a blue-eyed child, a member of a group who she had stereotyped as inferior, was misbehaving in class, yet didn't note when another brown-eyed child was exhibiting similar behavior, she demonstrated:
- stereotype threat.
 - the Pygmalion effect.
 - a self-fulfilling prophecy.
 - confirmation bias.
15. The following likely leads to _____ media effects.



- a. unintended, short-term
- b. intended, short-term
- c. unintended, long-term
- d. intended, long-term

Short Answer. Choose 6, worth 5 points each. If you answer more, we will count your best 6.

16. List *two* functions of poverty from the Gans reading. Give a *specific example* of one of those from another class reading/video/concourse post.
17. Use scenes or ideas from the movie, *Race: The Power of an Illusion*, *The House We Live In*, to illustrate an idea or finding from “Racial and Ethnic Formations” or “Fences and Neighbors.”
18. What does it mean to “do gender”? Give three examples of “doing gender” from either the “Gendered Politics” article on cheerleading or the “Doing Studs” article on dating shows.
19. What is kin work? Give two specific examples of kin work from either Carrington’s “No Place Like Home” or the book, “Who’s in a Family.”
20. What are two of the privileges that McIntosh benefits from as a *white* woman? Give an example of one from either your own life or a video we watched in class (either the possession or absence of that privilege).
21. Which of the three sociological perspectives do you feel provides the most compelling account for the increase in the divorce rate since the 1950’s? Provide the perspective, a relevant account, and a tangible example of it from a class reading/concourse post/movie.
22. What are two similarities between the elite boarding schools in “Preparing for Power” and Notre Dame? How do these attributes benefit students?
23. What are two of the messages that the media sends about social class, according to Mantsios? How do they do this, specifically?
24. Give one example of how what we learned about during the media lectures and/or readings is related to another idea/concept from this course (*except doing gender*).
25. **Essay.** Choose 1, worth 30 points. You don’t have to answer the questions inside the essay question one by one. In fact, if you plan it well, in answering one, you may answer another. So, write an integrative answer to one of the following essay questions. There are no length requirements; however, be sure to completely answer the question and use specific examples!

- a. In one of the midterm evaluations a student said of this class, “*I expected that we would discuss such things as gender, race and different inequalities that persist in society.*” How is the way that sociologists think about these categories of difference *sociological*? Further, what does the sociological imagination and/or various other sociological perspectives *add* to the understanding of inequalities associated with these categories?
- * Choose **one** specific category of difference we covered in class to focus on as you answer the above questions, being sure that you cite *at least three* relevant readings and two media/tangible examples from class in your discussion.
- b. The last Think Paper in this section was entitled “Life Influences” and referred to the social institutions of family, religion, and education. How do these social institutions, or sociological concepts and ideas associated with them, specifically influence your life? Or, to think about it another way, you might explain how your personal experiences of family, religion, or education, will be determined not so much by personal characteristics or choice, but by other social forces.
- * Choose **one** of these institutions to focus on as you answer the above questions, being sure that you cite *at least three* relevant readings and two media/tangible examples from class in your discussion.