Social Inequality in a Global Age 7th edition Sernau Test Bank

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Social Inequality in a Global Age (7th)

ISBN 9781071850947 | Chapter 1

Total Questions: 40

Multiple Choice (20)

Q1. *[Multiple Choice] · Cognitive Domain: Comprehension*

A system of inequality that involves distinct levels of privilege is called _____.

a) class consciousness
b) social stratification ✓ correct
c) a Gordian knot
d) a gathering society

Q2. *[Multiple Choice] · Cognitive Domain: Analysis*

Why is it important to study patterns and not just individual cases?

a) Patterns reveal oppression, but individuals reveal privilege.
b) Patterns show that individual efforts do not matter.
c) Patterns help us identify how society constrains people's choices. ✓ correct
d) Patterns tell us more about "luck."

Q3. *[Multiple Choice] · Cognitive Domain: Knowledge*

When people connect their personal experiences to broader patterns in society, they are _____.

a) using their sociological imagination ✓ correct
b) adopting a social stratification framework
c) applying intersectional theory
d) untying the Gordian knot

Q4. *[Multiple Choice] · Cognitive Domain: Comprehension*

We see evidence of social stratification in production plants when _____.

a) jobs are assigned based on qualifications
b) jobs are assigned based on race and gender ✓ correct
c) White people blame Black people for taking jobs
d) profits and wages remain stagnant

Q5. *[Multiple Choice] · Cognitive Domain: Analysis*

In analyzing inequality, sociologists treat race and gender as _____.

a) social statuses ✓ correct
b) additive effects
c) biological categories
d) distinct from social class

Q6. *[Multiple Choice] · Cognitive Domain: Knowledge*

Some of the most egalitarian societies in human experience have been _____ societies.

a) industrialized
b) laissez-faire capitalist
c) hunting and gathering ✓ correct
d) advanced agrarian

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Q7. *[Multiple Choice] · Cognitive Domain: Comprehension*

_x0013_ SEQ CHAPTER \h \r 1_x0015_One would expect to find the least job specialization in a(n) _____ society.

a) hunting and gathering ✓ correct
b) horticultural
c) agrarian
d) industrial

Q8. *[Multiple Choice] · Cognitive Domain: Knowledge*

In the hunter-gatherer society, members of a society share goods based on _____.

a) gender
b) social status
c) redistribution
d) reciprocity ✓ correct

Q9. *[Multiple Choice] · Cognitive Domain: Comprehension*

Horticultural societies have _____, while agrarian societies have _____.

a) shifting gardens; continuous cultivation ✓ correct
b) continuous cultivation; shifting gardens
c) reciprocity; redistribution of goods
d) redistribution of goods; reciprocity

Q10. *[Multiple Choice] · Cognitive Domain: Knowledge*

_____ contributed to the growth of inequality in horticultural societies.

a) Consolidation of wealth
b) The emergence of money lenders
c) Artisanal trade
d) Movement from reciprocity to redistribution ✓ correct

Q11. *[Multiple Choice] · Cognitive Domain: Analysis*

Which of the following best characterizes the relationship between genders in horticultural societies?

a) Men work outside the women, while women work in the home.
b) Men have strict gender roles, but women have more flexible roles.
c) Men were often leaders, but women helped organize society. ✓ correct
d) Men submitted to nobles, while women submitted to their husbands.

Q12. *[Multiple Choice] · Cognitive Domain: Knowledge*

In agrarian societies, the management of goods shifted from redistribution to _____.

a) reciprocity
b) capitalism
c) markets ✓ correct
d) feudalism

Q13. *[Multiple Choice] · Cognitive Domain: Comprehension*

Which of the following reflects the order in which most human societies have developed?

a) hunting and gathering, horticultural, agrarian, industrial ✓ correct
b) hunting and gathering, agrarian, horticultural, industrial
c) agrarian, hunting and gathering, horticultural, industrial
d) horticultural, hunting and gathering, agrarian, industrial

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Q14. *[Multiple Choice] · Cognitive Domain: Analysis*

Extrapolating from Sernau, which of the following first contributes to the rise of increasingly patriarchal societies?

a) the ability of men, but not women, to own land ✓ correct
b) the relaxation of sexual norms
c) the proliferation of jobs during industrialization
d) the scarcity of laborers in frontier societies

Q15. *[Multiple Choice] · Cognitive Domain: Comprehension*

Frontier societies refer to those that form when _____.

a) merchants open new markets
b) newcomers displace native populations ✓ correct
c) feudalism collapses
d) natural resources are scarce

Q16. *[Multiple Choice] · Cognitive Domain: Comprehension*

_x0013_ SEQ CHAPTER \h \r 1_x0015_Today, former frontier societies can most often be identified by their _____.

a) racial inequality ✓ correct
b) class inequality
c) gender inequality
d) postindustrial booms

Q17. *[Multiple Choice] · Cognitive Domain: Knowledge*

The Kuznets curve implied that as societies fully industrialized, they would _____.

a) become less equal
b) become more equal ✓ correct
c) have less mobility
d) have more mobility

Q18. *[Multiple Choice] · Cognitive Domain: Comprehension*

Many of the world's most unequal current societies are in _____.

a) the advanced industrial world
b) the horticultural societies of the Pacific basin
c) Latin American industrializing agrarian societies ✓ correct
d) postcommunist societies of Eastern Europe

Q19. *[Multiple Choice] · Cognitive Domain: Comprehension*

Postindustrial economies are characterized by the development of _____.

a) the new middle class
b) gender equality
c) the service sector ✓ correct
d) manufacturing

Q20. *[Multiple Choice] · Cognitive Domain: Comprehension*

Most sociologists argue that inequality is _____.

a) inevitable
b) a product of nature
c) grounded in biological differences
d) a social construction ✓ correct

True/False (10)

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Q21. *[True/False] · Cognitive Domain: Comprehension*

Humans have always lived in extremely unequal societies.

a) True

b) False ✓ correct

Correct answer: False

Q22. *[True/False] · Cognitive Domain: Comprehension*

As complex civilizations emerged, societies became more unequal.

a) True ✓ correct

b) False

Correct answer: True

Q23. *[True/False] · Cognitive Domain: Comprehension*

Men have been highly dominant in all societies.

a) True

b) False ✓ correct

Correct answer: False

Q24. *[True/False] · Cognitive Domain: Comprehension*

People who control the redistribution of goods tend to get more power.

a) True ✓ correct

b) False

Correct answer: True

Q25. *[True/False] · Cognitive Domain: Knowledge*

The sociological imagination emphasizes the importance of studying individuals' lives.

a) True

b) False ✓ correct

Correct answer: False

Q26. *[True/False] · Cognitive Domain: Comprehension*

Multiple dimensions of inequality cancel each other out to make everyone more or less equal.

a) True

b) False ✓ correct

Correct answer: False

Q27. *[True/False] · Cognitive Domain: Comprehension*

As industrialization progresses in a society, inequality may decline.

a) True ✓ correct

b) False

Correct answer: True

Q28. *[True/False] · Cognitive Domain: Knowledge*

Large agrarian empires were some of the world's most unequal societies.

a) True ✓ correct

b) False

Correct answer: True

Q29. *[True/False] · Cognitive Domain: Knowledge*

Sociologists strive to analyze if class, race, or gender is more critical for understanding inequality.

a) True

b) False ✓ correct

Correct answer: False

Q30. *[True/False] · Cognitive Domain: Comprehension*

Today, most people would identify themselves as being in the middle class.

a) True ✓ correct

b) False

Correct answer: True

Essay (10)

Q31. *[Essay] · Cognitive Domain: Analysis*

What are the key dimensions of inequality that are emphasized by sociologists? How do they characterize the relationship between them?

Suggested answer: *Sample response: Race, class, and gender (often including ethnicity, religion, age, and sexuality). They argue that these dimensions are intersecting and overlapping; they cannot be fully separated, but they can be closely studied.*

Q32. *[Essay] · Cognitive Domain: Analysis*

Which types of workers are most negatively impacted by deindustrialization, and why?

Suggested answer: *Sample response: Working-class industrial workers, particularly older, female, and non-White blue-collar workers. These workers are less likely to have job protections or to have the skills needed to secure jobs in a changing economy.*

Q33. *[Essay] · Cognitive Domain: Analysis*

Briefly summarize how gender inequality has changed across different societies.

Suggested answer: *Sample response: Men and women were most equal in hunter and gatherer societies, in which they each took on necessary roles in providing food for survival. In horticultural societies, people began to store goods, and those who had goods they could redistribute to others--primarily men--gained more power. However, behind these men were women who managed society and the gardens. Agrarian society saw the emergence of poorer men who submitted to men ranked above them, and the subservience of women to men. In industrial societies, women took low paying jobs in their house or in others' homes as domestic laborers. As more jobs emerged in advanced industrial societies and women gained more education, they had greater access to the work force.*

Q34. *[Essay] · Cognitive Domain: Analysis*

Compare and contrast the characteristics of the wealthiest and the poorest nations in the world today.

Suggested answer: *Sample response: Advanced industrial societies, including those that are considered postindustrial, are the wealthiest. Horticultural societies that are currently industrializing are the poorest, and they are often in places that had been colonized by the societies that are now the most advanced.*

Q35. *[Essay] · Cognitive Domain: Comprehension*

What is the Kuznets curve?

Suggested answer: *Sample response: The Kuznets curve refers to the contention that eventually, inequality will begin to decrease in industrialized societies, as a result of less rigid social classes and more middle ground for people to inhabit.*

Q36. *[Essay] · Cognitive Domain: Application*

How do race, class, and gender, along with other dimensions of inequality, interact to affect a person's life chances? Provide some concrete examples.

> ***Suggested answer:*** *Sample response: Students can discuss how social class interacts with race and other factors (e.g., middle-class urban African Americans compared to rural poor African Americans), with gender (men who are fast-tracked for promotion versus those who have lost jobs to deindustrialization), with race and gender (the complex mix of challenges faced by Black men compared with Black women). A basic answer captures the idea of double or multiple disadvantage. A more complete answer would include examples of how the dimensions may combine in complex and nonobvious ways.*

Q37. *[Essay] · Cognitive Domain: Analysis*

How has inequality varied over human experience and history? Is inequality likely to grow or diminish in the future? Explain.

> ***Suggested answer:*** *Sample response: Students can note the growth of inequality from hunter-gatherers up to agrarian societies, then the complexity and possible decline of inequality in industrial societies. The growth of postindustrial society has seen some decline in gender inequality but also growing gaps between wealthy and working classes within countries accompanying deindustrialization and the rise of globalization. Students might reflect on whether they see evidence this will continue or be challenged in an information age.*

Q38. *[Essay] · Cognitive Domain: Application*

At the start of the chapter, Sernau analyzes their life using their sociological imagination. Provide a similar analysis, exploring how social factors enabled and constrained the choices available to you. In what ways, if any, does the structure of society benefit you? In what ways, if any, does the structure of society constrain you?

> ***Suggested answer:*** *Sample response: Students should demonstrate a budding ability to connect their individual experiences to broader patterns discussed in this chapter. They should be able to talk about how their race, their gender, and their social class has helped provide them with opportunities or has constrained access to opportunities.*

Q39. *[Essay] · Cognitive Domain: Analysis*

Analyze the relationship between labor, property, and inequality as societies have changed over time.

> ***Suggested answer:*** *Sample response: This question requires students to extrapolate from the reading and consider the discussion of societies from a different perspective. They should note that in the hunter and gatherer society, everyone worked to help keep the group alive; there was no private property, and inequality is very low. Then, as societies shift to horticultural, the society stays in one place, rather than moving as needed, but the cultivated land continues to shift locations. There is some redistribution of goods, primarily by men who gain a bit more power as a result, but overall, men and women continue to give valued contributions. It is when land became constantly cultivated and private property emerged in agrarian societies that inequality really grew. Now, people could use their power, wealth, and armies to accumulate more property, and thus more power. Class systems emerged. With industrialization, many people work for low wages, but they do not see the profits of their work. The working classes have less property than business leaders and owners, resulting in less power.*

Q40. *[Essay] · Cognitive Domain: Analysis*

Drawing on concepts and evidence from this chapter, analyze how inequality in the United States has been similar to and different from inequality in European countries.

> ***Suggested answer:*** *Sample response: Students should talk about the United States's beginning as a frontier society, and the implications of that for the development of the economy and for the entrenchment of racial inequality. Countries in Europe went from agrarian/maritime to industrial, but the United States developed as newcomers took the land from Indigenous nations. Students should also consider inequality today--for example, the United States has challenged Kuznets curve, as inequality has continued to grow.*