Seeing Social Problems The Hidden Stories Behind Contemporary Issues 1st edition Silver Test Bank

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Test Bank

Chapter 2: Opportunity for Few: The Withering of the American Dream

Multiple Choice

1. The majority of poor people in the US are what race?

a. White

b. Asian

c. Black

d. mixed race

Ans: A

Learning Objective: 2.1: Discuss how economic inequality is impacted by the American dream.

Cognitive Domain: Knowledge

Answer Location: Struggling to Get Ahead in the Land of Opportunity

Difficulty Level: Easy

2. The 400 richest Americans collectively have more wealth than the 150 million people who make up the bottom _____ percent of the U.S. population.

a. 40

b. 60

c. 70

d. 80

Ans: B

Learning Objective: 2.1: Discuss how economic inequality is impacted by the American dream.

Cognitive Domain: Knowledge

Answer Location: Struggling to Get Ahead in the Land of Opportunity

Difficulty Level: Easy

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3. The federal government defines _____ as a household income below a certain amount annually adjusted for inflation.

a. wealth

b. stocks and bonds

c. salary

d. poverty

Ans: D

Learning Objective: 2.1: Discuss how economic inequality is impacted by the American dream.

Cognitive Domain: Comprehension

Answer Location: Struggling to Get Ahead in the Land of Opportunity

Difficulty Level: Medium

4. Which statement is true about social mobility in the United States?

a. Americans born at the top and bottom are likely to stay there as adults.

b. People born into low-income families are more likely to move out of poverty today than in the past.

c. Economic inequality is improving the American Dream.

d. The United States is a strict meritocracy.

Ans: A

Learning Objective: 2.2: Describe the opportunity divide that exists in the United States.

Cognitive Domain: Analysis

Answer Location: The Opportunity Divide: How American Society Produces Economic Inequality

Difficulty Level: Medium

5. _____ can be defined as a person's financial standing and how it relates to type of occupation, educational attainment, resources and opportunities.

a. Wealth

b. Status

c. Social class

d. Race

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Ans: C

Learning Objective: 2.3: Explain why some students succeed in school and others do not.

Cognitive Domain: Knowledge

Answer Location: Blocked Opportunities: How Social Forces Impede Low-Income Youth from Living the Dream

Difficulty Level: Easy

6. Taking college-prep courses, forging relationships with teachers who can write letters of recommendation and researching universities that match your skills are all considered a form of _____ capital.

a. human

b. cultural

c. social

d. financial

Ans: B

Learning Objective: 2.3: Explain why some students succeed in school and others do not.

Cognitive Domain: Comprehension

Answer Location: Blocked Opportunities: How Social Forces Impede Low-Income Youth from Living the Dream

Difficulty Level: Medium

7. Isabella became a successful entrepreneur. Most of her family still lives in poverty. Her best friend was shocked by Isabella's parent's unhealthy choices during a visit. Isabella's parents smoke cigarettes and indulge in junk food. Being informed by first-hand experience and sociology Isabella explains how _____.

a. her parents lack work ethic

b. this was caused by a lack of education

c. stress causes neurological obstacles

d. will-power is not part of working class culture

Ans: C

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Learning Objective: 2.4: Recognize why poor people may be unmotivated to better their lives.

Cognitive Domain: Application

Answer Location: Tarnished Hopes for the Future: How Poverty Impedes Low-Income People's Motivations to Get Ahead

Difficulty Level: Hard

8. Sociologists refer to the _____ to explain women's greater likelihood to be poorer than men.

a. feminization of poverty

b. sexism

c. intersectionality

d. gendered racism

Ans: A

Learning Objective: 2.4: Recognize why poor people may be unmotivated to better their lives.

Cognitive Domain: Comprehension

Answer Location: Tarnished Hopes for the Future: How Poverty Impedes Low-Income People's Motivations to Get Ahead

Difficulty Level: Medium

9. Why do Whites have a higher rate of homeownership than other racial groups?

a. Redlining excluded Blacks from profitable real estate investment.

b. Before 1968 nonwhites could not legally own property.

c. This is due to inequality in education.

d. This is due to discrimination in employment.

Ans: A

Learning Objective: 2.5: Discuss how the same social forces that enable some people's successes contribute to others' hardships.

Cognitive Domain: Analysis

Answer Location: A Personal Tale from the Other Side of the Opportunity Divide: How Social Forces Bolster Success

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Difficulty Level: Medium

10. _____ is the idea that a person's identities are interwoven.

a. Opportunity divide

b. Gaslighting

c. Redlining

d. Intersectionality

Ans: D

Learning Objective: 2.5: Discuss how the same social forces that enable some people's successes contribute to others' hardships.

Cognitive Domain: Comprehension

Answer Location: A Personal Tale from the Other Side of the Opportunity Divide: How Social Forces Bolster Success

Difficulty Level: Medium

11. What is the housing practice that barred Blacks from purchasing real estate in suburban neighborhoods?

a. welfare

b. redlining

c. renting

d. subsidy

Ans: B

Learning Objective: 2.5: Discuss how the same social forces that enable some people's successes contribute to others' hardships.

Cognitive Domain: Knowledge

Answer Location: A Personal Tale from the Other Side of the Opportunity Divide: How Social Forces Bolster Success

Difficulty Level: Easy

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12. A _____ can be defined as government money that comes from taxpayers, which is given to an individual to reduce their out-of-pocket price for goods and services.

a. grant

b. fellowship

c. bill

d. subsidy

Ans: D

Learning Objective: 2.6: Explain why Americans are often resistant to providing aid to those living in poverty.

Cognitive Domain: Knowledge

Answer Location: Rethinking Welfare: How the Sociological Perspective Can Widen Your Understanding of Who Deserves Help

Difficulty Level: Easy

13. Professional baseball stadiums that operate for private profit, but are paid for with tax payer money are examples of _____.

a. government subsidies

b. mass culture

c. intersectionality

d. opportunity divide

Ans: A

Learning Objective: 2.6: Explain why Americans are often resistant to providing aid to those living in poverty.

Cognitive Domain: Comprehension

Answer Location: Rethinking Welfare: How the Sociological Perspective Can Widen Your Understanding of Who Deserves Help

Difficulty Level: Medium

14. Which entity is the least likely to receive financial assistance from the government?

a. Major League Baseball teams

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b. oil companies

c. a college or university

d. low-income people

Ans: D

Learning Objective: 2.6: Explain why Americans are often resistant to providing aid to those living in poverty.

Cognitive Domain: Comprehension

Answer Location: Rethinking Welfare: How the Sociological Perspective Can Widen Your Understanding of Who Deserves Help

Difficulty Level: Medium

15. Which of the following is an example of a federally subsidized program?

a. National School Lunch Program

b. Yankee Stadium

c. feminization of poverty

d. school-to-prison pipeline

Ans: A

Learning Objective: 2.7: Describe the shared societal costs of economic inequality.

Cognitive Domain: Knowledge

Answer Location: Taking Collective Responsibility: Why the Withering of the American Dream Is Everyone's Problem

Difficulty Level: Easy

16. A state legislature is going over a new budget. Based on sociological research which policy will save their state the most money in the long-term?

a. defund the National School Lunch Program

b. cut funds to Medicare

c. provide tax benefits to job creators

d. invest in welfare programs

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Ans: D

Learning Objective: 2.7: Describe the shared societal costs of economic inequality.

Cognitive Domain: Application

Answer Location: Taking Collective Responsibility: Why the Withering of the American Dream Is Everyone's Problem

Difficulty Level: Hard

17. Which statement explains the relationship between culture and poverty?

a. People who accept money from the government are not taught to value education.

b. People of the working class are poor because they value having a good time more than they value success.

c. American culture views poverty as a shared social problem.

d. A majority of Americans experience poverty at some point in their lives.

Ans: D

Learning Objective: 2.7: Describe the shared societal costs of economic inequality.

Cognitive Domain: Analysis

Answer Location: Taking Collective Responsibility: Why the Withering of the American Dream Is Everyone's Problem

Difficulty Level: Medium

18. Which program enables low-income students to learn about healthy eating habits and ensures they are nourished in school?

a. zoning

b. intersectional programs

c. housing welfare

d. national school lunch program

Ans: D

Learning Objective: 2.7: Describe the shared societal costs of economic inequality.

Cognitive Domain: Knowledge

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Answer Location: Taking Collective Responsibility: Why the Withering of the American Dream Is Everyone's Problem

Difficulty Level: Easy

19. According to your text, which statement regarding low-income children is true?

a. They experience higher rates of asthma and lead poisoning.

b. They receive free routine medical care by law.

c. If children drop out of school their parents lose government benefits.

d. They receive more aid from the government than any other group.

Ans: A

Learning Objective: 2.7: Describe the shared societal costs of economic inequality.

Cognitive Domain: Comprehension

Answer Location: Taking Collective Responsibility: Why the Withering of the American Dream Is Everyone's Problem

Difficulty Level: Medium

20. Which perspective denies the collective social and economic costs of poverty?

a. intersectionality

b. individual

c. critical thinking

d. sociological imagination

Ans: B

Learning Objective: 2.7: Describe the shared societal costs of economic inequality.

Cognitive Domain: Comprehension

Answer Location: Taking Collective Responsibility: Why the Withering of the American Dream Is Everyone's Problem

Difficulty Level: Medium

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True/False

1. Upward mobility is a long-term increase in a person's income and status.

Ans: T

Learning Objective: 2.1: Discuss how economic inequality is impacted by the American dream.

Cognitive Domain: Knowledge

Answer Location: Struggling to Get Ahead in the Land of Opportunity

Difficulty Level: Easy

2. The majority of poor people in the US are Hispanic.

Ans: F

Learning Objective: 2.1: Discuss how economic inequality is impacted by the American dream.

Cognitive Domain: Knowledge

Answer Location: Struggling to Get Ahead in the Land of Opportunity

Difficulty Level: Easy

3. Blacks and Latinos are more likely to live in poverty than Whites.

Ans: T

Learning Objective: 2.1: Discuss how economic inequality is impacted by the American dream.

Cognitive Domain: Knowledge

Answer Location: Struggling to Get Ahead in the Land of Opportunity

Difficulty Level: Easy

4. Food stamps, healthcare, and affordable housing are considered government welfare.

Ans: T

Learning Objective: 2.1: Discuss how economic inequality is impacted by the American dream.

Cognitive Domain: Knowledge

Answer Location: Struggling to Get Ahead in the Land of Opportunity

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Difficulty Level: Easy

5. Nearly a quarter of the American population has annual family earnings under twice the poverty line.

Ans: F

Learning Objective:

Cognitive Domain: Knowledge

Answer Location: Struggling to Get Ahead in the Land of Opportunity

Difficulty Level: Easy

6. Over the past 10 years, roughly one in seven Americans have lived in poverty.

Ans: F

Learning Objective: 2.1: Discuss how economic inequality is impacted by the American dream.

Cognitive Domain: Knowledge

Answer Location: Struggling to Get Ahead in the Land of Opportunity

Difficulty Level: Easy

7. People born into higher-income families have more opportunities to better their lives, compared to those individuals born into low-income families.

Ans: T

Learning Objective: 2.2: Describe the opportunity divide that exists in the United States.

Cognitive Domain: Knowledge

Answer Location: The Opportunity Divide: How American Society Produces Economic Inequality

Difficulty Level: Easy

8. SAT scores are not correlated with family income.

Ans: F

Learning Objective: 2.3: Explain why some students succeed in school and others do not.

Cognitive Domain: Comprehension

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Answer Location: Blocked Opportunities: How Social Forces Impede Low-Income Youth from Living the Dream

Difficulty Level: Medium

9. Tobacco companies have storefronts and billboards in poor neighborhoods.

Ans: T

Learning Objective: 2.4: Recognize why poor people may be unmotivated to better their lives.

Cognitive Domain: Knowledge

Answer Location: Tarnished Hopes for the Future: How Poverty Impedes Low-Income People's Motivations to Get Ahead

Difficulty Level: Easy

10. The opportunity divide is considered a social force.

Ans: T

Learning Objective: 2.4: Recognize why poor people may be unmotivated to better their lives.

Cognitive Domain: Comprehension

Answer Location: Tarnished Hopes for the Future: How Poverty Impedes Low-Income People's Motivations to Get Ahead

Difficulty Level: Medium

11. Among families headed by single mothers that live in poverty, 77% lived in poverty.

Ans: F

Learning Objective: 2.4: Recognize why poor people may be unmotivated to better their lives.

Cognitive Domain: Knowledge

Answer Location: Tarnished Hopes for the Future: How Poverty Impedes Low-Income People's Motivations to Get Ahead

Difficulty Level: Easy

12. Historic housing discrimination is the leading cause for racial inequalities.

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Ans: T

Learning Objective: 2.5: Discuss how the same social forces that enable some people's successes contribute to others' hardships.

Cognitive Domain: Comprehension

Answer Location: A Personal Tale from the Other Side of the Opportunity Divide: How Social Forces Bolster Success

Difficulty Level: Medium

13. Intersectionality is the idea that identities, such as race and gender and interwoven.

Ans: T

Learning Objective: 2.5: Discuss how the same social forces that enable some people's successes contribute to others' hardships.

Cognitive Domain: Comprehension

Answer Location: A Personal Tale from the Other Side of the Opportunity Divide: How Social Forces Bolster Success

Difficulty Level: Medium

14. Income is more valuable than wealth.

Ans: F

Learning Objective: 2.5: Discuss how the same social forces that enable some people's successes contribute to others' hardships.

Cognitive Domain: Comprehension

Answer Location: A Personal Tale from the Other Side of the Opportunity Divide: How Social Forces Bolster Success

Difficulty Level: Medium

15. A combination of individual and social forces explains the opportunities a person has in life.

Ans: T

Learning Objective: 2.5: Discuss how the same social forces that enable some people's successes contribute to others' hardships.

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Cognitive Domain: Comprehension

Answer Location: A Personal Tale from the Other Side of the Opportunity Divide: How Social Forces Bolster Success

Difficulty Level: Medium

Short Answer

1. How does the bootstrap mentality legitimate inequality?

Ans: The bootstrap mentality implies that society is a meritocracy. It legitimates inequality by saying that hard work is all that matters. Hard work is important, but there are other variables to consider.

Learning Objective: 2.1: Discuss how economic inequality is impacted by the American dream.

Cognitive Domain: Analysis

Answer Location: Blocked Opportunities: How Social Forces Impede Low-Income Youth from Living the Dream

Difficulty Level: Medium

2. Why do tobacco companies and soft drink corporations aggressively market storefronts and billboards in low-income neighborhoods?

Ans: These manufacturers understand that low-income individuals often do not have access to other foods and grocery stores in their neighborhoods. Tobacco, junk food, and soft drink companies understand the financial constraints poor people face and use their lack of access to healthy food as a way to push their products, making them readily available in low-income areas. Additionally, these companies advertise and often offer coupons and discounts on their unhealthy products. This is convenient for low-income people and often all they can afford.

Learning Objective: 2.4: Recognize why poor people may be unmotivated to better their lives.

Cognitive Domain: Application

Answer Location: Tarnished Hopes for the Future: How Poverty Impedes Low-Income People's Motivations to Get Ahead

Difficulty Level: Hard

Essay

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1. Paola's mother works at an exclusive preparatory school. Paola's family is low-income due to the sudden death of her father years ago. Her mother's job is minimum wage, but Paola receives free tuition at the school. Paola is well-liked at school, but she feels left out when other children speak about their after school activities and vacations. Paola spends most of her time reading or going to museums with her mother. Paola's wealthy peers attend specialized summer camps, concerts, Broadway shows, and travel the world. Use the different forms of capital to explain this situation.

Ans: Paola's social capital benefits her. Due to the status of the organization her mother works with she receives opportunities that other children with her economic capital would not. Paola feels left out due to cultural capital. Her wealthy friends have items and experiences that are inaccessible to Paola.

Learning Objective: 2.1: Discuss how economic inequality is impacted by the American dream.

Cognitive Domain: Application

Answer Location: Blocked Opportunities: How Social Forces Impede Low-Income Youth from Living the Dream

Difficulty Level: Hard

2. What is intersectionality and why is it important to understand how race, gender and social class impact an individual's opportunities for upward mobility? Provide an example.

Ans: Intersectionality is the idea that a person's race, class and gender are interwoven and cannot be separated. For example, the author discusses how being White and being a male affords him privileges over women of color, who tend to make less money because they are women and experience racial discrimination as well. It is important that we understand intersectionality because a person's race, gender and social class combined impacts access to opportunities, which creates inequalities. Intersectionality helps explain why certain races and genders have higher incomes and hold more wealth than others.

Learning Objective: 2.5: Discuss how the same social forces that enable some people's successes contribute to others' hardships.

Cognitive Domain: Application

Answer Location: A Personal Tale from the Other Side of the Opportunity Divide: How Social Forces Bolster Success

Difficulty Level: Hard

3. Throughout this chapter, we learned about Linda Tirado's and the Brother's lives and their lack of opportunities as well as the author's life and the opportunities he was afforded because of his social position. Why was it important for the author to discuss the differences in their social positions and life opportunities?

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Ans: The author wrote about Linda, the Brothers, and his life experiences to demonstrate that people's success is often based on their social location, such as their race, gender, and social class. People who live similarly to Linda and the Brothers who reside in a low-income area, lack access to healthy food and lack cultural capital for upward mobility, have a very different set of opportunities compared to the author whose parents were lightly educated and homeowners. The author wanted us to understand that a person's social position is not based just work ethic but is based on advantages that work through systemic social forces that provide opportunities to some racial and gender groups over others.

Learning Objective: 2.5: Discuss how the same social forces that enable some people's successes contribute to others' hardships.

Cognitive Domain: Application

Answer Location: A Personal Tale from the Other Side of the Opportunity Divide: How Social Forces Bolster Success

Difficulty Level: Hard

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