Ways of Social Change Making Sense of Modern Times 2nd edition Massey Test Bank

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Ways of Social Change, 2nd edition
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READING QUIZ QUESTIONS

Note to Instructors

Many instructors find a reading quiz to be a useful tool that encourages students to do assigned reading in a timely fashion. These multiple-choice questions provide a readings quiz for *Ways of Social Change*.

The questions are designed to evaluate only the reading activity and memory of your students. They do not evaluate students' comprehension, deeper understanding and critical thinking of the book's topics. In my experience, these can be better cultivated and evaluated in discussions and other means of assessment, for example short-answer exams, and by engaging in the Topics for Discussion and Activities for Further Study at the end of each chapter.

Questions to these readings quiz questions are arranged in the order in which the quiz material appears in each chapter, providing a measure of how far the student has read. Correct answers are indicated with an asterisk.

As with any multiple-choice question, there could be more than one right answer, but only one answer is the best answer. Other answers may be interesting, possible, and worth discussing, but they are not what the students have read in *Ways of Social Change*.

Chapter 2. Recognizing Social Change

The nation described at the opening of Chapter 2 is:
a. ancient Rome
*b. the former Soviet Union
c. South Africa
d. Japan, following the tsunami in 2011

In the nation described at the outset of this chapter, the economy:
*a. shrank, causing high unemployment and widespread poverty
b. changed overnight, from being mostly privately ownership to state control
c. grew rapidly, providing jobs, good pay, and benefits to millions whose standard of living had been very low
d. shifted from one based on the production of things to the production of information and knowledge

As the discussion at the opening of Chapter 2 shows, most social change:
a. happens when people join together to make a better life
b. is a consequence of environmental destruction
c. first happens to elites and more gradually filters down to the mass of people

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*d. is gradual and not readily apparent to most people, though there can be major exceptions

What area of the US is described as experiencing gradual and often negative social change today?
a. the urban core of large cities
*b. rural areas, especially where few good jobs are available
c. the Southwest, with large numbers of poor immigrants and other people looking for a warm place to live
d. places where information technologies are not able to operate due to lack of access to the Internet

What do Captain America, Rip Van Winkle, and the film *Goodbye, Lenin* have in common?
a. They were all written by women who had to earn a living after being divorced
b. Their authors were blacklisted as communists during the "Red Scare" led by Joe McCarthy in the early 1950s
c. All are about men who never seem to have a job or work for a living
*d. Each experiences a lapse of time, the comparisons of which (earlier and later) reveal significant social change

Among the ways people recognize social change is:
a. to become older and experience physical aging
b. by comparing photographs of themselves to photographs of people in other cultures
*c. by studying past architecture, often by means of archeology
d. comparing the clothes they could wear years ago with what they can wear now

One way to recognize social change is to:
a. examine statistics over time on things such as women's education and work force participation
b. look closely at advertisements in magazines from several years ago and see what is and what is not in the pictures and illustrations
c. looking at statistical trends that may show slight change in the short run but large changes over time
*d. All of the above can help to recognize social change

Many students have difficulty doing social research because:
*a. they don't have a clear idea of what their research question is
b. research is too complicated for an amateur to do it well
c. they have preconceptions about the way the world works that get in the way of objective inquiry
d. research is too expense if it is to be done correctly

The steps in doing social research are described in the book as being like:
a. falling off a log
b. riding a bicycle

*c. the five fingers on a hand
d. turning a wheel of fortune

Chapter 2's extended example of doing social research seeks to explain:
a. marriage and divorce
*b. bicycle riding
c. gambling
d. juvenile delinquency

In beginning a research project, it is most important to:
a. know what policy changes will be made because of the research findings
b. understand why you care so much about the topic you are studying
c. talk to others who may be able to shed light on their research on the same topic
*d. get the facts straight (what's going on) before trying to figure out why it's this way

The two kinds of questions social researchers ask are:
a. questions of validity and questions of reliability
b. objective questions and subjective questions
*c. descriptive questions and analytic questions
d. questions about the past and questions about the future

Rather than asking why something happens, social researchers are more likely to ask:
*a. about variation in the "something" across a population, for example variation in the hours of sleep different students get most nights
b. why other things are not happening, things that would be more socially or personally beneficial
c. if it is likely to happen again, rather than being a random, one-time occurrence
d. who did it and what were the social circumstances for their doing this

The building blocks of social research questions are:
a. grammar and syntax
b. positive attitudes about, and respect for, the people being studied
*c. concepts and measurable variables (variable concepts)
d. mathematical equations

When social scientists want to explain something, they try to find out how much:
a. it will cost to do the research
b. public interest there is in the topic
c. it will benefit those who need an answer to the question
*d. the thing they want to explain varies along with the variation of something else

Social scientists' terms "independent variable" and "dependent variable" describe:
a. things that can be explained and things that can't be explained
*b. things that happen (what they're interested in explaining) and the things that make them happen
c. facts about individuals and facts about groups

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d. numbers that are gathered by researchers and numbers derived from statistical techniques

If your research question has been asked by previous researchers:
*a. you can learn from their work and possibly improve upon what they found
b. you need to find a new research question
c. they can prosecute you if you replicate or repeat their research
d. contact the researchers and talk with them about using their ideas and data

A relationship between what you are interested in explaining and what is causing it to happen can be:
a. reliable or valid
*b. direct or inverse
c. clear or obscure
d. quantitative or qualitative

In social research, what is a hypothesis?
a. an educated guess
b. an intuition
c. an idea derived from other research
*d. a testable research question

When we try to explain something, we are usually trying to find out:
a. if it really happened or is only a rumor
*b. what caused it to happen
c. who did it
d. if it could happen again

When researchers have find a relationship between two things:
a. the relationship proves causality
b. the two things cannot be happening at the exact same time
*c. they may have no idea why this is so
d. their research is over and they are ready to recommend policies

The example of a "spurious relationship" between weather and violent crime describes how:
a. trivial or unimportant research is a poor use of both time and money
b. speed dating and telephone sex undermine public morality
*c. it is a mistake to think that, because two things occur together, one caused the other
d. two researchers can come to opposite conclusions when analyzing the same data

What story illustrates the limits or difficulties of making causal inferences?
*a. how a family's children pursued (or didn't pursue) a college degree
b. how the Rest Easy nursing home was built by the Stinson family
c. one woman's struggle with poverty and unemployment while raising her 3 children
d. how high school classes differ in the number of graduates who join the military

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For many decades social survey data have been gathered by:
a. for-profit universities
*b. public opinion polling organizations such as Roper and Gallup
c. global corporations interested in new markets
d. the FBI and CIA

If you cannot do research with a random selection of people, it is:
a. better not to do the research at all
*b. okay to do the research with a non-random but representative selection of people
c. necessary to engage a statistician to adjust the data to fit the characteristics of the group
d. better to study one or two people in depth

The individuals or groups about which a researcher gathers information is called a:
a. study
b. stratification
c. cluster
*d. sample

For social researchers, diaries, photos, letters, and other everyday documents are:
*a. qualitative data
b. unreliable sources of data because they are very subjective
c. methodological debris
d. unimportant, unless they come from famous people

W. I. Thomas and Florian Znaniecki's study of the Polish peasant examined:
a. the collapse of rural agriculture after World War I
b. anti-Semitism and other doctrines of ethnic superiority and inferiority
c. the environmental damage caused by deep plowing and the ways tree-planting corrected the damage and saved the peasants' way of life
*d. immigration to America and the way the experience transformed the immigrants' lives

The US Census, public records, and information about the economy provide _____ for social researchers:
a. statistical tests
*b. quantitative data
c. misleading indicators
d. empirical debris or detritus

The US decennial census and other census surveys are, for social researchers:
a. highly unreliable because most people do not give census takers accurate information
*b. among the most important and widely used sources of data available to them
c. an accurate count of numbers of people, but tell very little about social change
d. are only useful historically, because the data are not made available to researchers until many years after they are collected

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Correlations and many other statistical measures are useful in:
*a. devising explanations based on the association between two or more variables
b. developing social policy
c. disputes between people who hold strong, but differing, opinions
d. winning political arguments, but have little scientific validity

A cross-sectional study or social survey is similar to:
*a. a photograph
b. a long airplane ride
c. hunting an elephant
d. looking for buried treasure

Interviewing the same people several times over a period of years, is:
a. expensive, and it is often difficult to locate people who were initially interviewed
b. a longitudinal panel study
c. one of the ways social researchers understand workforce participation and how people move through work careers
*d. All of the above are true

Repeated social surveys asking the same questions of different groups of people usually rely on:
a. written permission of those being questioned that their information will be private
b. computer technology to analyze the mountain of data
*c. a random sample of individuals each time the survey is conducted
d. government funding

Ethnographic fieldwork that involves researchers living or interacting with the people they are studying:
* a. is a useful way to gather information, so long as objectivity and careful attention to facts are maintained
b. requires the researcher to contact law enforcement first, in order to avoid arrest if his or her subjects break the law
c. creates contaminated data and is now recognized as a very poor way to do research
d. is one of the most expensive ways to do social research

Who is most likely to explain things by means of “path-dependent sequences”?
a. geographers
b. mathematicians
*c. historians and other history-minded social scientists
d. criminologists

What do we mean by “comparing central tendencies” between two or more groups?
a. knowing the differences in the usual things they do
*b. comparing the mean, median and/or mode of some feature of the groups, such as age, income, or number of children

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c. finding out the rate of social change each group has experienced
d. calculating the validity of any measure of the groups

Between 1936 and 1938, the Federal Writers Project, a program of the Works Project Administration, gathered more than 2000 interviews from:
a. Civil War veterans
b. Hollywood celebrities who had been involved in the silent movie era
c. people who had lost their job and moved from their home in search of work
*d. former slaves

Many statistical measures are calculations and estimations based on:
a. sample size
*b. probability
c. a double-blind experimental design
d. one's best guess that the answers people give are in fact the truth

Some researchers begin their research without any guiding sense of what is going on. Others have an idea of why people do what they do and try to see if that applies to the situation they are studying. These two approaches are called:
*a. induction and deduction
b. gestalt and verstehen
c. amateurism and professionalism
d. data-driven and theory-driven

The way the scientific research process is done, we can:
*a. never be certain that what we think we know is absolutely correct
b. only hope what we conclude is better than an uninformed opinion
c. be absolutely certain of our findings; they are the truth about what we're studying
d. makes the world more complicated, and increases uncertainty and ambiguity about it

Science's modes of inquiry:
a. are too expensive for most poor countries to undertake
*b. try to disprove what is believed to be true (failure to disprove something strengthens our belief that we are closer to the truth, though it may still elude us)
c. were impossible before computer technology, though much earlier research called itself "scientific"
d. are impossible in the "human sciences" where people's behavior is too unpredictable

The book's discussion of social policy and ways to change people's behavior was about:
a. sexual behavior and contraceptive use
*b. bicycling to work
c. alcohol and drug addiction
d. at-home energy use, including improved home recycling and conservation

Laws that require mandatory sentencing, including the "three-strikes-and-you're-out" laws giving life sentences to individuals with three felony convictions:

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a. have caused a dramatic reduction in the prison population in the US, as predicted by the laws' proponents
b. eliminated the need to execute individuals, a causal relationship that is hard to explain
c. began as an hypothesis that evolved into a theory
*d. is a policy that is based on almost no empirical research

As an example of social policy and scientific research, it is clear that:
a. the scientific evidence about welfare programs and the incentive to work is weak and insufficient for establishing social policy
b. the research findings about alcoholism have led to social policies that effectively address the problems of alcohol abuse
*c. sufficient policies have not been adopted that reflect the scientific evidence of global climate change
d. the scholarship on single mothers recommends changes in laws about child custody and paternal rights that only a few states have adopted into law

A generation is an imprecise equivalent to a:
a. juvenile or teenager
b. clique in high school or college
*c. birth or age cohort
d. social status

What period of life is most formative in a person's social identity and outlook?
*a. the late teenage years and early adulthood
b. early childhood
c. midlife, especially when a career is well established
d. all periods are equally formative, inasmuch as we are always shifting our identity and outlook

Social research shows how people's attitudes and opinions:
a. are more similar to those of their friends than to those of their family members
*b. may shift slightly over their lifetime, but remain generally the same from the time of their youth and early adulthood
c. reflect their economic status and are predictable if researchers know their annual income
d. have little relationship to what they actually do or how they live

What generation is currently entering retirement age and will continue to reach retirement age for the next 15 years?
a. the Lost Generation
b. War Babies
c. Generation X
*d. Baby Boomers

The idea of "a generation" is:

*a. widely shared throughout the world and often designated by a major event such as a war or by a widely accepted economic or social condition of the particular time
b. disputed by social scientists who recognize a vast range of differences among people in any time and place
c. a modern invention applicable only to affluent countries
d. relevant to youth, but not an appropriate term when applied to children or people in their middle ages and beyond

Immediately following World War II, what were the major features of social change in the US?
a. an immediate end to racial discrimination
*b. a rapidly growing economy and average standard of living
c. an end to the Cold War between the US and the Soviet Union
d. a sudden rise in inequality

What generation benefitted the most from the changes that followed WWII until the early 1970s?
a. Baby Boomers
b. Generation X
c. the Lost Generation/Jazz Babies
*d. Depression/War Babies

The young people who came of age following World War II have often been called:
*a. conformists
b. rebellious
c. backward-looking
d. innovative and entrepreneurial

What generation (or portion of a generation) is often maligned but may be more interesting than often thought?
a. the Lost Generation
b. the Green Generation
*c. the Silent Generation
d. the Fire Generation

Unlike earlier generations, among Millennials (that is, the current generation of young people):
a. marriage and having children are a very high priority
b. political conservatism is stronger than among earlier generations
c. there is widespread cynicism, skepticism, and an inability to make commitments
*d. about a third do not identify as having a religious belief

People married just prior to and during World War II:
*a. were much more likely than their parents to divorce soon after the end of the war
b. were more likely to get a college degree than any other group later in the 20th century

c. had difficulty adjusting to post-war life and rejected the affluent lifestyle available to them
d. had the lowest birth rate (number of children) in US history

Glen Elder carried out surveys with children, then interviewed many of them years later. He began his research:
a. at the start of the home computer era, in the 1980s
*b. during the Great Depression of the 1930s
c. before most families could afford to own an automobile
d. when television was first available to the middle class

The graphs used as illustrations of differing experiences of age cohorts show:
a. fertility (births per woman) in the United States and several other countries
b. college enrollments and their changes in the 20th century
*c. women's increasing labor force participation
d. growing unemployment and the decline in union membership since 1960

Use of the birth control pill, widely available to women after 1970, is an example of:
a. latent consequences of scientific research that aims for one outcome and accomplishes another
*b. women acting as agents of social change; "the pill" gave millions of women the chance to make decisions about their life
c. secular immorality pushing religious morality into the background
d. a technological solution to a political problem

Something significant about an age group (for example, its size or composition) can strongly influence the life chances or experiences of people in that group. This is called a(n):
a. aggregate outcome
b. demographic anomaly
c. equilibrium disruption
*d. cohort effect

Age effects on social change occur, for instance, when:
a. new ideas and innovations are rejected by older people who don't understand them
b. societies grow old and die
c. the elderly join social movements to advance their agendas, such as the Grey Panthers
*d. an upsurge in fertility/births results in many more youngsters in a community, requiring more taxes for new school buildings and teachers

An important trend in rural areas, causing social change for millions of Americans, is:
*a. the greater number of small towns residents who are elderly, and a smaller portion who are children and young adults
b. their affordability which acts as a magnet to draw businesses from cities to small towns
c. unionization that has organized rural workers into a powerful political voice
d. the growth in the number of small farms, organic farming, and sustainable agriculture

“The times became part of who they are” best describes a period effect on:
a. everyone living through a war
b. generations living before the proliferation of social media
*c. young people in their late teens and early adulthood
d. African Americans born since the civil rights movement

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