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SOCIOLOGY FINAL EXAM STUDY GUIDE

Directions – Use your notes, course materials and textbook in order to fill out the final review guide. Each vocabulary term needs to have a **definition** and **two specific examples** when applicable.

<p>What is Sociology?</p> <p>-The scientific study of social structure (patterned social behavior)</p>	<p>Qualitative Research</p> <p>-Explains data in a descriptive manner</p> <p>EX: Observing the good qualities of effective teachers</p>
<p>Quantitative Research</p> <p>-Research that utilizes quantitative variables – a characteristic that can be measured numerically</p> <p>EX: High School ACT scores</p>	<p>Participant Observation</p> <p>-A case study where the researcher becomes a member of the group being studied</p>
<p>Questionnaire</p> <p>-A written set of questions to be answered by a research participant</p>	<p>Population</p> <p>-A group of people with certain specific characteristics</p> <p>Ex: all high school seniors in US, all retired postal workers in Illinois</p>
<p>Sample / Representative Sample</p> <p>-A group of people that represents a larger population</p> <p>-A sample that accurately reflects the characteristics of the population as a whole</p> <p>Ex: Randomly selecting students in the cafeteria</p>	<p>Closed Ended / Open Ended</p> <p>-Questions a person must answer by choosing a limited, predetermined set of responses</p> <p>Ex: Multiple-choice questions</p> <p>-Questions a person is to answer in his or her own words</p> <p>Ex: Short answer questions</p>
<p>Case Study</p> <p>-Case Study: Intensive study of a single group, incident, or community</p> <p>Ex: Research drug use in Chicago – can be applied to other large cities as well</p>	<p>Sociological perspective</p> <p>-A view that looks at behavior of groups, not individuals</p> <p>-It's focus is on people at a social level</p>
<p>Correlation</p> <p>-A measure of the relationship between two variables. It can be positive or negative.</p> <p>Positive – when both variables go in the same direction</p> <p>Ex: Grades & time spent studying</p> <p>Negative – when the variable changes in the opposite direction</p> <p>Ex: Grades & time spent watching TV</p>	<p>Causation</p> <p>-The belief that events occur in predictable ways and that one event leads to another</p> <p>See 3 steps to determine causation</p>

<p>3 Steps to Determine Causation</p> <ul style="list-style-type: none"> -Standard 1: Two variables must be correlated -Standard 2: All other possible factors must be taken into account -Standard 3: A change in the independent variable must occur before a change in the dependent variable can occur <p>Ex: Church attendance & juvenile delinquency</p> <p>#1 – Researchers found there’s a negative correlation</p> <p>#2 – Consider AGE (older adolescents attend church less frequently & older adolescents are more likely to be delinquent) Therefore, NOT casual</p> <p>#3 – Do people stop attending church before they become delinquents or vice versa?</p>	<p>Functionalist Perspective</p> <ul style="list-style-type: none"> -Approach that emphasizes the contributions made by each part of society <p>Ex: family, economy, and religion are “parts” of a society.</p> <p>The family contributes to society by providing for the reproduction and care of its new members. The economy contributes by dealing with production, distribution, and consumption of goods and services. Religion contributes by emphasizing beliefs and practices related to sacred things.</p>
<p>Latent v. Manifest Function</p> <ul style="list-style-type: none"> -Manifest: intended and recognized consequences of an aspect of society. <ul style="list-style-type: none"> Ex: Students go to school to learn math and reading Ex: Using e-mail because its fast and inexpensive to communicate -Latent: unintended and unrecognized consequences of an aspect of society <ul style="list-style-type: none"> Ex: Students go to school to learn how to socialize properly 	<p>Dysfunction</p> <ul style="list-style-type: none"> -Negative consequence of an aspect of society <p>Ex: Students get bullied at school</p>
<p>Conflict Perspective</p> <ul style="list-style-type: none"> -Emphasizes conflict, competition, change, and constraint. within a society -Opposite perspective of functionalism <p>Ex: Race, gender, social class, etc.</p>	<p>Symbolic Interactionist Perspective</p> <ul style="list-style-type: none"> -Focuses on the interaction among people—interaction based on mutually understood symbols. <p>Basic Assumptions:</p> <ul style="list-style-type: none"> -We learn the meaning of a symbol from the way we see others reacting to it. -We learn the meaning of symbols based on our interaction with them. -We use meanings of symbols to imagine how others with respond to our behavior
<p>Culture</p> <ul style="list-style-type: none"> -Knowledge, values, customs, and physical objects that are shared by members of a society 	<p>Material v. Non-Material Culture</p> <ul style="list-style-type: none"> -Material: Culture that includes physical objects <ul style="list-style-type: none"> Ex: skyscrapers, cell phones, McDonald’s -Non-Material: Culture that includes intangible items like values, beliefs, rules, customs, family systems, the economy <ul style="list-style-type: none"> Ex: Religion

<p>Symbol</p> <ul style="list-style-type: none"> -A thing that stands for or represents something else -Can be physical objects, motions, facial expressions, images Ex: High five, wedding ring, applause, etc. 	<p>Hypothesis of Linguistic Relativity (Sapir- Whorf)</p> <ul style="list-style-type: none"> -Our perceptions of the world depend in part on the particular language we have learned -Ex: Americans have many words for time Eskimos have 20+ words for snow
<p>Norms</p> <ul style="list-style-type: none"> -The rules defining appropriate and inappropriate behavior -Define what is “normal” in a culture -Several types: Folkways, Mores, Laws, Taboo 	<p>Folkways</p> <ul style="list-style-type: none"> -Norms that lack moral significance -Ex: Facing the doors in an elevator Eating at a table Saying “hello” to people Sleeping in a bed at night
<p>Mores</p> <ul style="list-style-type: none"> -Norms that have moral dimensions and that should be followed by members of a society -Ex: Able-bodied men should work Not swearing in church 	<p>Taboo</p> <ul style="list-style-type: none"> -A rule of behavior, the violation of which calls for strong punishment -Ex: Incest Eating dog Rape / murder Pedophilia
<p>Law</p> <ul style="list-style-type: none"> -Laws are norms that are formally defined and enforced by officials -Ex: Speed limits 	<p>Informal v. Formal Sanctions</p> <ul style="list-style-type: none"> -Formal: Sanctions imposed by persons given special authority (boss, teacher, police officer) Ex: + Award or promotion; - arrested -Informal: Sanctions occur on a daily basis and do not need to come from a position of authority Ex: + high-five; - angry stare
<p>Positive v. Negative Sanctions</p> <ul style="list-style-type: none"> -Positive: Awards, praise, or benefits Ex: smile or promotion -Negative: punishments or negative consequence Ex: glare or getting arrested 	<p>Values</p> <ul style="list-style-type: none"> -<u>Broad ideas</u> about what is good or desirable shared in a society Ex: Freedom, capitalism, achievement or success, efficiency, work, material comfort, etc. **Not norms!
<p>3 Reasons for Cultural Change</p> <ul style="list-style-type: none"> -Discovery: the process of finding some that already exists Ex: the earth is round, athletic abilities of females -Invention: the creation of something new Ex: iPod or technology -Diffusion: the borrowing of aspects of culture from other cultures Ex: foods, Christmas trees, piñatas 	<p>Ethnocentrism</p> <ul style="list-style-type: none"> -Judging others in terms of one’s own standards -Ex: Viewing your way of doing things as the “right way”

<p>Cultural Particulars v. Cultural Universals</p> <ul style="list-style-type: none"> -Universals: General cultural traits that exist in all cultures Ex: sports, cooking, courtship, housing, language, medicine, joking, marriage, etc. -Particulars: the unique ways in which a culture expresses universal traits Ex: differences in caring for children – some cultures have women raise the kids, some have men raise the kids, some share the responsibilities 	<p>Subculture</p> <ul style="list-style-type: none"> -A group that is part of the dominant culture but that differs from it in some important respects Ex: Chinatown, the youth, musicians, circus people, Latinos
<p>Counterculture</p> <ul style="list-style-type: none"> -A Subculture deliberately and consciously opposed to certain central beliefs or attitudes of the dominant culture Ex: “goths,” hippies in the 1960s, motorcycle gangs, radical religious groups, cults, etc. 	<p>Socialization</p> <ul style="list-style-type: none"> -The process of learning to participate in a group -Begins at birth and continues throughout life -Necessary for survival Ex: Feral children, Rhesus Monkeys
<p>Self-Concept</p> <ul style="list-style-type: none"> -Charles Horton Cooley -An image of yourself as having an identity separate from other people 	<p>Hidden Curriculum</p> <ul style="list-style-type: none"> -The informal and unofficial aspects of culture that children are taught in school Ex: discipline, order, cooperation, & conformity
<p>Agents of Socialization</p> <ul style="list-style-type: none"> -Family: Most important agent (think, speak, internalize norms & values, develop capacity for developing relationships, acquire a self-image) -Schools: social interaction, discipline, order, cooperation, & conformity -Mass Media: shapes thoughts & values; effects of violence in the media. -Peer group: understand relationships, experience: conflict, cooperation, and competition in groups, experience new ways of thinking 	<p>Total Institution</p> <ul style="list-style-type: none"> -Places in which people are separated from the rest of the society and controlled by officials in charge -Ex: Mental hospitals, cults, prisons, and rehabilitation facilities
<p>Resocialization</p> <ul style="list-style-type: none"> -The process of adopting new norms, values, and attitudes, and behaviors -Elaborate system of rewards and punishments to attempt to give the resident new self-concepts. -Ex: Adopting new norms, values, and beliefs at a rehab Facility; basic training in the U.S. Marine Corps 	<p>Desocialization</p> <ul style="list-style-type: none"> -The process of giving up old norms, values, attitudes, and behaviors Ex: Replacing personal possessions with standard-issue items, the use of a serial number to identify people, and the loss of privacy in prison

<p>Anticipatory Socialization</p> <p>-The process of preparing to accept new norms, values, attitudes, and behaviors.</p> <p>-It does not generally occur in prisons or mental hospitals because it involves voluntary change.</p> <p>-Often occurs when people are moving from one stage in their lives to another</p> <p>-Ex: Seniors in college—normally seen in jeans and sweatshirts—begin to dress and act more professionally as graduation approaches.</p>	<p>Reference Group</p> <p>-A group whose norms and values are used to guide behavior; a group whom you identify with.</p> <p>-Reference groups are used as a tool for anticipatory socialization.</p> <p>-Ex: Pre-teens look to teenagers to evaluate themselves and to acquire new norms, attitudes, values, and beliefs.</p>
<p>Social Structure</p> <p>-The patterned interaction of people in social relationships</p> <p>Ex: A school – students and teacher’s characteristics may vary by school but they can relate in similar patterned ways</p>	<p>Achieved v. Ascribed Status</p> <p>-Ascribed: a position that is neither earned nor chosen but assigned Ex: Male/female, age, sister/brother, sometimes religion and social class in some societies</p> <p>-Achieved: a position that is earned or chosen Ex: Spouse, parent, occupations, athlete, etc.</p>
<p>Role Conflict</p> <p>-A condition in which the performance of a role in one status interferes with the performance of a role in another status Ex: Student v. Employee – difficult to balance study and work demands</p>	<p>Role Strain</p> <p>-A condition in which the roles of a single status are inconsistent or conflicting Ex: Basketball coach – has to recruit for next year, which managing a team and trying to win games Ex: High School student – expectations to get good grades, join a club, play a sport, date, etc.</p>
<p>Group (Primary v. Secondary)</p> <p>-Group: Composed of people who share several features:</p> <ul style="list-style-type: none"> - They are in regular contact with one another - They share some ways of thinking, feeling, and behaving - They take one another’s behavior into account - They have one or more goals in common <p>-Primary: People who are emotionally close, know one another well, and seek one another’s company Ex: Family, best friends, etc.</p> <p>-Secondary: People who share only part of their lives while focusing on a goal or task Ex: Co-workers, volunteers during a disaster</p>	<p>Social Aggregate</p> <p>-People temporarily in the same place at the same time Ex: witnesses of a disaster or students waiting in a line for concert tickets</p>
<p>Social Category</p> <p>-People who share a social characteristic Ex: High School seniors, Women, New Yorkers, Latinos</p>	<p>Conformity</p> <p>-Behavior that matches group expectations Ex: conforming to the clothing trends at high school</p>

<p>Deviance (Positive v. Negative)</p> <p>-Behavior that departs from societal or group norms</p> <p>-Negative: rejects, misinterprets, or are unaware of the norms Ex: Breaking the law, being disrespectful, etc.</p> <p>-Positive: over-conformity to norms Ex: Perfectionism, anorexia, etc.</p>	<p>Strain Theory</p> <p>-Theory that deviance is more likely to occur when a gap exists between cultural goals and the ability to achieve these goals by legitimate means</p> <p>-Four responses to strain:</p> <ul style="list-style-type: none"> - Innovation - Ritualism - Retreatism - Rebellion
<p>Innovation</p> <p>-The individual accepts the goal of success but uses illegal means to achieve it</p> <p>-It is the most widespread type of deviant response Ex: people engaging in robbery, drug dealing or other lucrative criminal behavior to be successful.</p>	<p>Rebellion</p> <p>-People reject both the legitimate goals and the approved means for achieving it. At the same time, they substitute a new set of goals and means. Ex: Some militia groups in the U.S. – live near isolation, create their own currency, violate gun laws, threaten law enforcement Ex: ISIS</p>
<p>Ritualism</p> <p>-The individual rejects the goal (success) but continues to use legitimate means. People go through the motions without really believing in the process Ex: A teacher go goes about the daily routines of work without caring for the students or the quality of their teaching</p>	<p>Control Theory</p> <p>-Theory that compliance with social norms requires strong bonds between individuals and society</p> <p>-People conform because they do not want to “lose face” with people they care about – family, friends, classmates</p> <p>-Four components of the social bond:</p> <ul style="list-style-type: none"> - Attachment (to groups or individuals) - Commitment (to social goals) - Involvement (social activities) - Belief (in norms and values)
<p>Differential Association Theory</p> <p>-Theory that individuals learn deviance in proportion to the number of deviant acts they are exposed to</p> <p>-3 characteristics:</p> <ol style="list-style-type: none"> 1. Ratio of deviant to non-deviant individuals 2. Whether the deviance is practiced by significant others 3. Age of exposure (younger children learn quicker) 	<p>Stigma</p> <p>-An undesirable trait or label that is used to characterize an individual Ex: Labeled as an “ex-convict” once out of prison</p>
<p>Victim Discounting</p> <p>-Process of reducing the seriousness of the crimes that injure people of a lower status</p> <p>-If the victim is “less valuable” – then the crime is less serious and the penalty is less severe Ex: death of minorities or poor</p>	<p>Recidivism</p> <p>-A repetition of or return to criminal behavior Ex: Getting out of jail and committing another crime</p> <p>-Reasons for high rates:</p> <ul style="list-style-type: none"> - Basic nature of the offenders - Influences of more hardened criminals - Stigma of being an ex-convict

<p>Features of a Minority group</p> <p>-A group of people with physical or cultural traits different from those of the dominant group in society Ex: Latinos, women, Jewish population, etc.</p> <p>-5 Characteristics:</p> <ol style="list-style-type: none"> 1. Has distinctive physical or cultural characteristics that can be used to separate it from the majority 2. Is dominated by the majority 3. Minority traits are often believed by the dominant majority to be inferior 4. Members of the minority have a common sense of identity 5. Majority determines who belongs to the minority through ascribed status 	<p>Assimilation</p> <p>-The blending or fusing of minority groups into the dominant society</p> <p>-4 Types:</p> <ol style="list-style-type: none"> 1. <u>Anglo-conformity</u> – most common form, where traditional American institutions are maintained, and people are accepted as long as they conform 2. <u>Melting Pot</u> – all ethnic and racial minorities voluntarily blend together 3. <u>Tossed salad</u> – traditions and cultures exist side by side 4. <u>Cultural pluralism</u> – See below 5. <u>Accommodation</u> – extreme form of cultural pluralism such as the Amish or Cubans in Miami
<p>Cultural Pluralism</p> <p>-Desire to maintain some sense of identity separate from the dominant group Ex: Ethnic enclaves in Chicago (neighborhoods)</p>	<p>Genocide</p> <p>-The systematic effort to destroy an entire population Ex: Holocaust or genocide in Darfur</p>
<p>Population Transfer</p> <p>-A minority is forced to move to a remote location or to leave entirely the territory controlled by the majority Ex: Native American removal or Jewish ghettos in WWII</p>	<p>Subjugation</p> <p>-Process by which a minority group is denied equal access based on everyday practice Ex: de jure or de facto segregation</p>
<p>Discrimination v. Prejudice</p> <p>-Discrimination: treating people differently based on ethnicity, race, religion, or culture (ACTION) Ex: not hiring someone because of their race</p> <p>-Prejudice: negative attitudes towards a group (minority or majority) and its individual members (attitude or thought) Ex: the thought that people on welfare are lazy</p>	<p>Stereotype</p> <p>-A distorted, exaggerated, or oversimplified image applied to a category of people Ex: women are bad drivers</p>