SOCIOLOGY · STUDY GUIDE

Final Exam Study Guide

The final covers all fourteen chapters. Each chapter here is shorter than in the exam guides: three paragraphs of what to know, the chapter diagram, the points to lock in, one table, one worked case, the traps and six new self-test items. If a chapter feels shaky, go back to its exam guide for the full treatment. The long cram sheet at the end pulls every thinker and term in the course into one place. Work two chapters a day and the whole course fits into a week.

WHAT THIS GUIDE COVERS

- Foundations: chapters 1 and 2 (the sociological perspective, founders and paradigms; research methods and ethics).
- Culture and interaction: chapters 3, 4 and 5 (culture; society, status and dramaturgy; socialization and the self).
- Groups and deviance: chapters 6 and 7 (groups, organizations and bureaucracy; deviance, crime and social control).
- Inequality: chapters 8, 9, 10 and 11 (class and stratification; global inequality; race and ethnicity; gender and sexuality).
- Institutions and change: chapters 12, 13 and 14 (marriage and family; education, religion, economy, government and medicine; collective behavior, movements, modernization and globalization).
- Every chapter carries what to know, a diagram, a table, a worked case, the traps and a six-item self-test, and the cram sheet holds every name and term.

CHAPTER 1

The Sociological Perspective

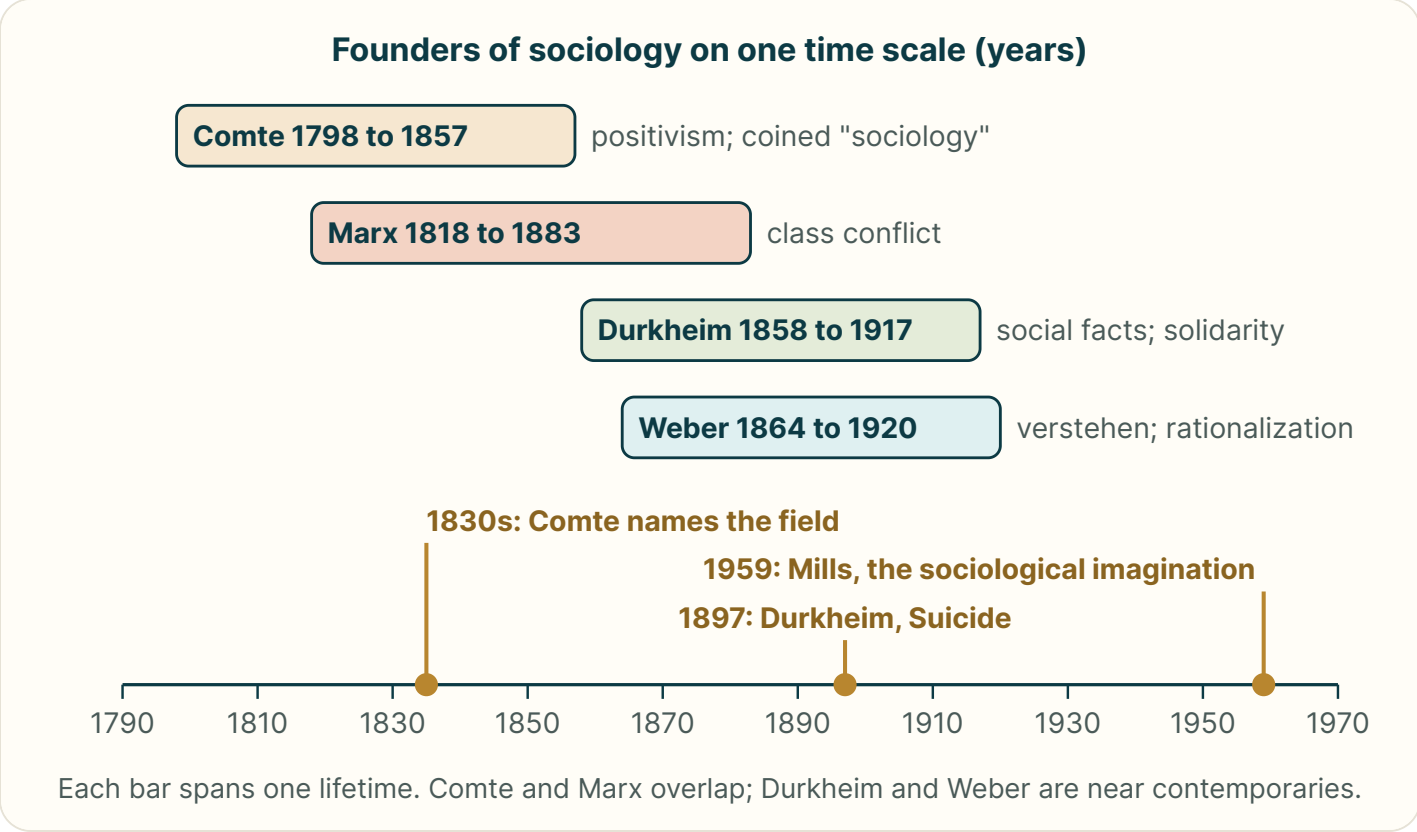
Read it in full: **Chapter 1 in the textbook**. Practice it in the lab: **The Sociological Imagination** and **Three Paradigms, One Topic**.

What to know

Sociology is the systematic study of social life and the forces that pattern it. Durkheim's **social facts** are external, general and constraining. Mills's **sociological imagination** (1959) links biography to history and splits **personal troubles** from **public issues**; Berger called it seeing the general in the particular.

Comte coined "sociology" and championed **positivism**. Durkheim gave the field the social fact, **mechanical** and **organic solidarity** and **anomie**, and showed in *Suicide* (1897) that even private acts follow social patterns explained by **social integration**. Marx centered **class conflict**; Weber stressed **verstehen**, **rationalization** and bureaucracy.

Structural functionalism (macro) sees interdependent parts with **manifest** and **latent functions** and **dysfunctions** (Merton). **Conflict theory** (macro) asks who benefits. **Symbolic interactionism** (micro) studies meaning in interaction: Cooley's **looking-glass self**, Goffman's **dramaturgy**. Micro and macro are two resolutions on one reality.



Founders on one time scale. Each bar is one lifetime, drawn to scale. Comte set the goal of a science of society; Marx, Durkheim and Weber each set an agenda that a modern paradigm still follows.

LOCK THESE IN

- Sociology studies social life and the forces that pattern it; it looks outward and across, not inward.
- Social fact (Durkheim): external, general and constraining.
- Sociological imagination (Mills, 1959): personal troubles versus public issues; biography meets history.
- Comte coined the word and championed positivism; Martineau is often called the first woman sociologist.
- Durkheim: social facts, mechanical versus organic solidarity, anomie, *Suicide* (1897).
- Marx: bourgeoisie versus proletariat, exploitation, alienation. Weber: verstehen, rationalization, bureaucracy, the Protestant ethic.
- Functionalism and conflict theory are macro; symbolic interactionism is micro.
- Manifest functions are intended; latent functions are unintended; dysfunctions disrupt the system.

Key terms and comparisons: the three paradigms

Paradigm	Level	View of society	Guiding question	Key figures
Structural functionalism	Macro	A stable system of interdependent parts	What function does this serve for the whole?	Durkheim, Parsons, Merton
Conflict theory	Macro	An arena of struggle over scarce resources	Who benefits, and who is disadvantaged?	Marx, Du Bois, feminist theorists
Symbolic interactionism	Micro	A fabric woven from everyday meaningful interaction	How do people create and read meaning?	Mead, Cooley, Blumer, Goffman

Worked case

CASE 1 · TROUBLE OR ISSUE?

Dana, a fictional 24 year old, cannot find work after finishing a degree. Her uncle says she just needs to try harder. Use Mills to decide whether this is a personal trouble or a public issue.

STEP 1 · ASK HOW MANY SHARE IT

Check how many others are in the same boat. If local unemployment is low and Dana's classmates are hired, the cause points to her own skills, effort or luck.

STEP 2 · LOOK FOR A STRUCTURAL CAUSE

If a recession has pushed unemployment up across the nation, or automation has cut entry level jobs in her field, many people face the same wall.

STEP 3 · NAME IT

When the cause lies in the economy's structure, it is a **public issue**. Individual grit cannot fix a shortage of jobs.

STEP 4 · KEEP THE PERSON IN VIEW

The imagination does not excuse Dana. It says her choices are made inside conditions she did not design. Blaming her alone for a recession is like blaming one swimmer for a riptide.

TRAPS PEOPLE FALL INTO

- **Calling sociology "psychology about groups."** Sociology explains behavior by social position and social forces, not by the inner workings of one mind.
- **Thinking a social fact is any fact about society.** It has three features: external, general and constraining.
- **Saying the sociological imagination excuses people.** It says choices are made inside conditions people did not design. It does not deny that people choose.
- **Mixing up Marx and Weber.** Marx put economics and class conflict first. Weber said ideas and meaning also drive history and used verstehen.
- **Putting symbolic interactionism at the macro level.** It is the micro paradigm. Functionalism and conflict theory work at the macro level.

Chapter 1 self-test · six items

1. Which feature is NOT part of Durkheim's definition of a social fact?

A. Invented by each person
B. General across the group
C. External to the individual
D. Able to constrain behavior

A. Invented by each person A social fact is external, general and constraining; individuals do not invent it.

2. A whole town loses its jobs when its only factory moves abroad. In Mills's terms the job losses are:

A. A folkway
B. A latent function
C. A public issue
D. A personal trouble

C. A public issue The cause lies in the structure of the economy, not in individual effort.

3. Weber's method of grasping the meaning an action holds for the actor is:

A. Positivism
B. Verstehen
C. Anomie
D. Dramaturgy

B. Verstehen Verstehen means interpretive understanding.

4. Which paradigm works at the micro level?

A. Structural functionalism
B. Positivism
C. Conflict theory
D. Symbolic interactionism

D. Symbolic interactionism Functionalism and conflict theory are macro.

5. A prison's unintended role in teaching inmates new criminal skills is best called a:

A. Social fact of solidarity
B. Dysfunction or latent effect
C. Manifest function of prisons
D. Positive personal trouble

B. Dysfunction or latent effect It is unintended and disrupts the system's goals.

6. Durkheim explained steady group suicide rates mainly through:

A. Social integration
B. Individual genetics
C. Regional climate
D. Personal income

A. Social integration Weak integration and anomie raise risk.

CHAPTER 2

Sociological Research

Read it in full: **Chapter 2 in the textbook**. Practice it in the lab: **The Research Process, Step by Step** and **Drawing a Sample**.

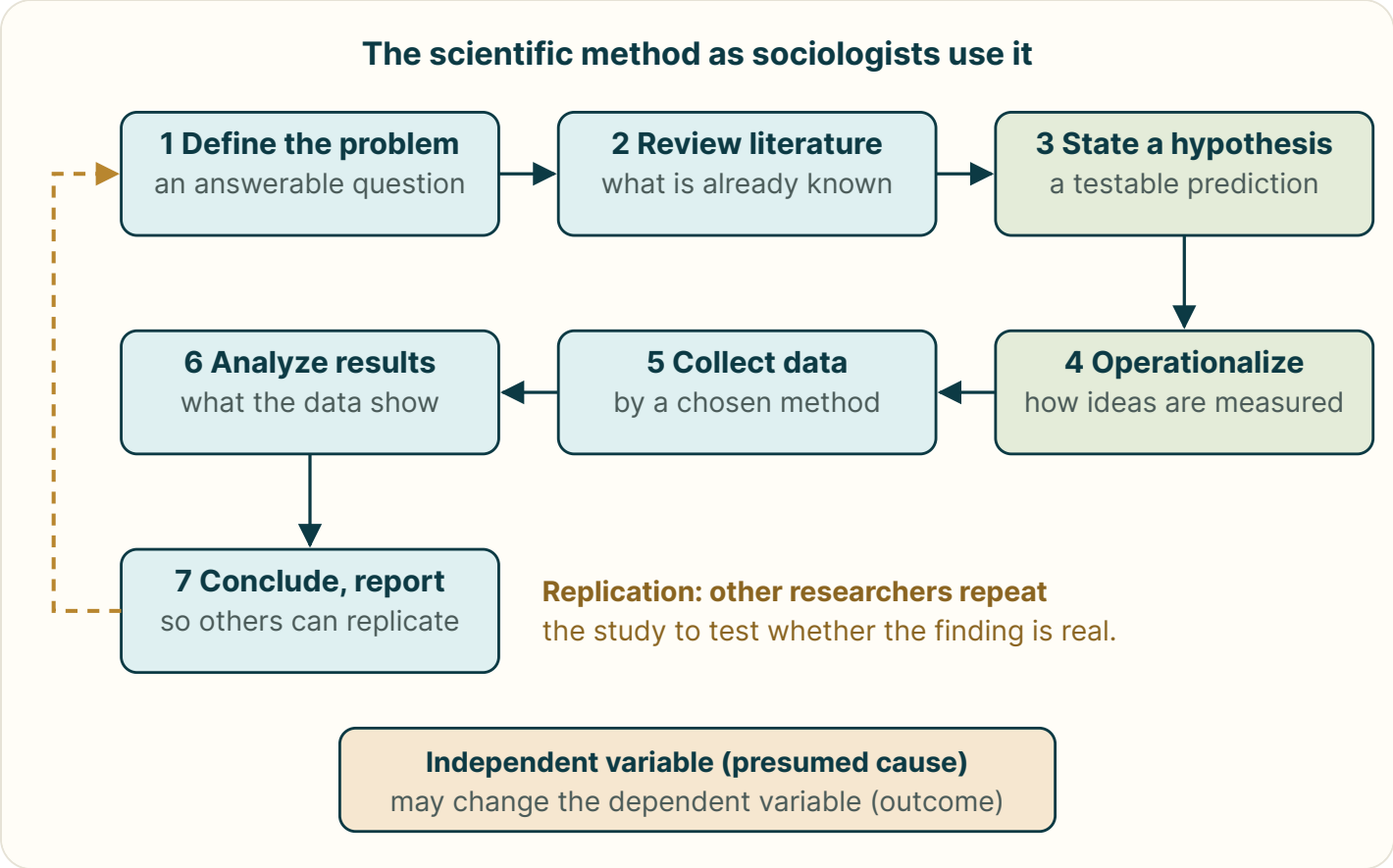
What to know

Research follows a sequence: define the problem, review the literature, state a **hypothesis**, write **operational definitions**, collect and analyze data, and report so others can **replicate**. A **theory** is a broad explanation; a hypothesis is a testable prediction linking an **independent variable** (presumed cause) to a **dependent variable** (outcome).

Surveys reach many people; a **probability sample** can be **representative** and earn **generalizability**, which size alone cannot (the 1936 *Literary Digest* poll). **Field research** and

ethnography are strong on **validity** but weak on **reliability** and suffer the **Hawthorne effect**. **Experiments** with random assignment and a control group show causation; **secondary data** is nonreactive. Correlation is not causation.

Weber's **value neutrality** keeps values from forging the data. **Informed consent**, **voluntary participation**, **confidentiality** or **anonymity**, and protection from harm guard participants, reviewed in advance by an **IRB**. Tuskegee (1932 to 1972) led to the **Belmont Report**: respect for persons, beneficence and justice.



The research process. Seven steps turn a hunch into a finding. The operational definition in step 4 decides what gets measured, and replication tests whether the result holds.

LOCK THESE IN

- Steps: question, literature, hypothesis, operational definitions, data, analysis, conclusion and report.
- Theory is the broad explanation; a hypothesis is one testable prediction about variables.
- Independent variable is the presumed cause; dependent variable is the outcome.
- Representativeness, not size, earns generalizability (the 1936 *Literary Digest* lesson).
- Validity means measuring what you claim; reliability means getting the same result again.
- Only an experiment with a control group and random assignment shows causation.
- Secondary data is nonreactive; the Hawthorne effect haunts observation.
- Belmont principles: respect for persons, beneficence, justice.

Key terms and comparisons: research methods

Method	What you do	Best for	Watch out for
Survey	Questionnaire or interview of a sample	Many people, attitudes and reported behavior	Social-desirability bias; poor samples
Participant observation	Join the group and record field notes	Insider meaning in natural settings	Reactivity; "going native"
Ethnography	Long term immersion in a whole setting	Thick description, strong validity	Not generalizable or repeatable
Experiment	Vary an independent variable; compare experimental and control groups	Cause and effect	Artificial settings; many variables cannot be assigned
Secondary data	Analyze existing records, statistics or archives	Big patterns, trends, low cost	Data gathered for someone else's purpose
Content analysis	Code texts, images or media	Patterns in culture and communication	Coding choices can inject bias

Worked case

CASE 2 · NAME THE VARIABLES

A fictional researcher, Dr. Okafor, asks whether smaller class sizes raise reading scores in a district.

STEP 1 · FIND THE PRESUMED CAUSE

Class size is what she thinks makes the difference, so it is the **independent variable**.

STEP 2 · FIND THE OUTCOME

Reading score is what may respond, so it is the **dependent variable**.

STEP 3 · OPERATIONALIZE

She defines class size as students enrolled on the first day, and reading score as the result on one standard test. Without these definitions the question cannot be studied.

STEP 4 · STATE THE HYPOTHESIS

"Classes of 18 or fewer will score higher than classes of 25 or more." It is narrow and testable, drawn from a broader theory about attention and learning.

TRAPS PEOPLE FALL INTO

- **Swapping theory and hypothesis.** A theory is the broad explanation. A hypothesis is one narrow, testable prediction.
- **Thinking a bigger sample is always better.** A big biased sample only makes you more confident in a wrong answer.
- **Reversing the variables.** The independent variable is the presumed cause. The dependent variable is the outcome.
- **Mixing up reliability and validity.** Reliability is consistency. Validity is accuracy: measuring what you say you measure.
- **Reading a correlation as a cause.** A third variable may drive both. Only a controlled design rules that out.

Chapter 2 self-test · six items

1. Which is the best operational definition of "civic engagement"?

A. Community meetings attended in the past year
B. Being a good citizen in everyday life
C. A feeling of caring about one's community
D. Having positive views of local leaders

A. Community meetings attended in the past year An operational definition states exactly how the idea will be measured.

2. A huge online poll of volunteers is still not generalizable because it is not:

A. Confidential
B. Quantitative
C. Representative
D. Large enough

C. Representative Volunteers differ from those who do not opt in.

3. A measure that gives the same result each time it is used is:

A. Reactive
B. Reliable
C. Random
D. Valid

B. Reliable Reliability is consistency; validity is accuracy.

4. Which method is nonreactive?

A. Joining a group as a member
B. Running a laboratory study
C. Interviewing people at home
D. Analyzing old census records

D. Analyzing old census records No one is responding to a researcher, so there is no Hawthorne effect.

5. Workers produce more simply because they know researchers are watching. This is:

A. The Hawthorne effect
B. Random assignment
C. Content analysis
D. Value neutrality

A. The Hawthorne effect Being observed changes behavior.

6. Which abuse led to the National Research Act and the Belmont Report?

A. The Hawthorne lighting study
B. The Tuskegee syphilis study
C. The Literary Digest poll
D. Durkheim's study of suicide

B. The Tuskegee syphilis study It deceived about 600 Black men and withheld penicillin.

CHAPTER 3

Culture

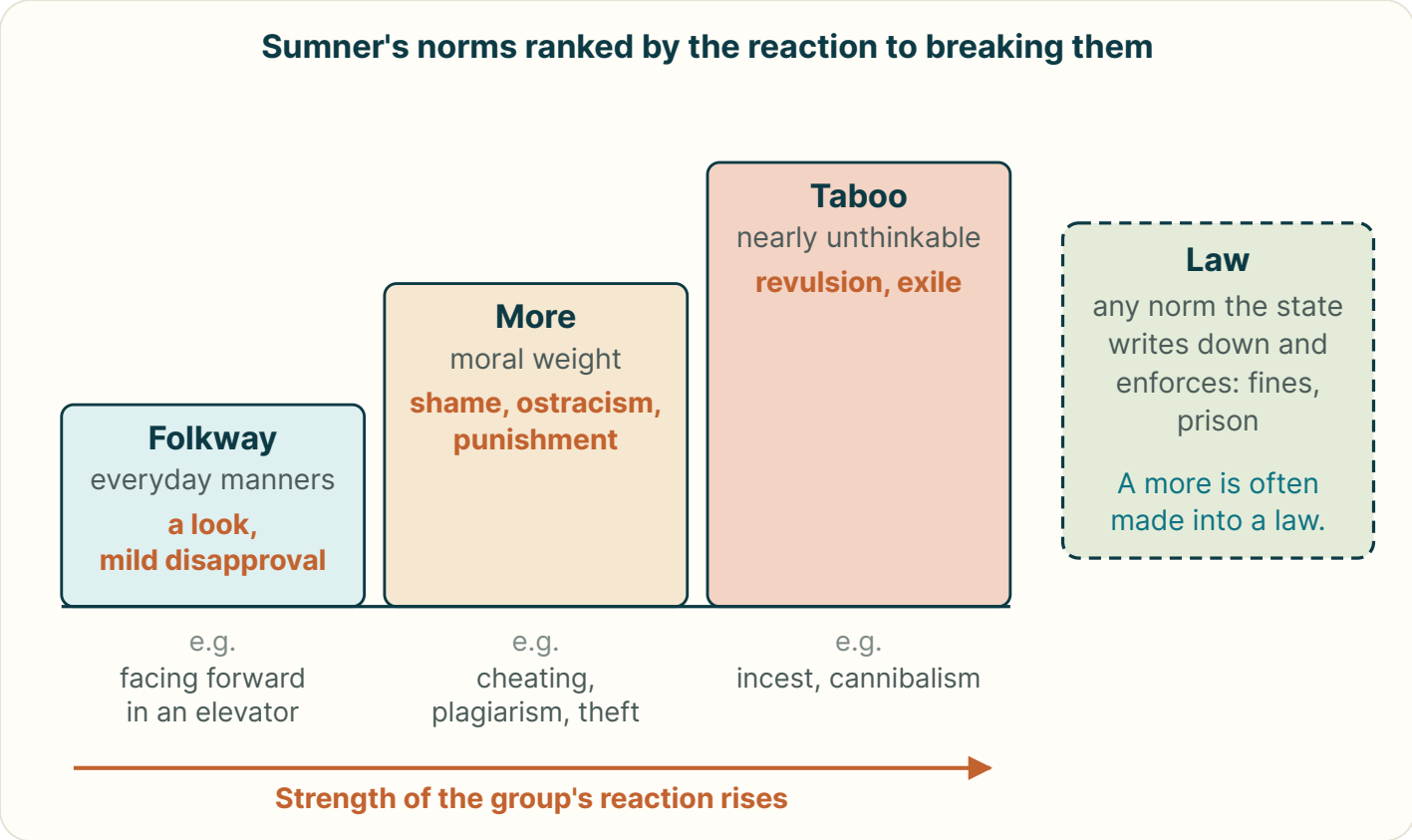
Read it in full: **Chapter 3 in the textbook**. Practice it in the lab: **Folkways, Mores & Taboos** and **How Culture Changes**.

What to know

Culture is a group's learned, shared way of life: **material** (objects) and **nonmaterial** (ideas, values, norms, language). **Values** are broad standards of good; **norms** are concrete rules enforced by **sanctions**. Sumner ranked norms as **folkways**, **mores** and **taboos**; a norm the state enforces is a **law**.

A **symbol** carries assigned meaning, and the **Sapir-Whorf hypothesis** says language shapes perception. A **subculture** varies from the mainstream; a **counterculture** opposes it. **Ethnocentrism** judges by your own yardstick; **cultural relativism** understands first.

Functionalists see culture as social glue; conflict theorists see it serving the powerful; interactionists see meaning made in interaction. Culture changes by **discovery**, **invention**, **diffusion** and Ogburn's **cultural lag**, when nonmaterial culture trails material culture.



Norms ranked by reaction. Sumner sorted norms by how hard the group reacts when one is broken, not by how much any one person cares. A law is a norm the state has written down and backs with official sanctions.

LOCK THESE IN

- Culture is learned and shared; everyone has it.
- Material culture is objects; nonmaterial culture is ideas, values, norms and language.
- Values are the broad "why"; norms are the concrete rules, enforced by sanctions.
- Sumner: folkways (mild), mores (moral), taboos (unthinkable); laws are norms written and enforced by the state.
- Sapir-Whorf: language shapes perception; the strong "trap" version is overstated.
- Subculture varies from the mainstream; counterculture opposes it.
- Ethnocentrism judges by your own yardstick; cultural relativism understands first.
- Change: discovery and invention (innovation), diffusion, and Ogburn's cultural lag.

Key terms and comparisons: norms by strength

Norm	What it governs	Reaction to a violation	Example
Folkway	Everyday custom and manners	Mild: a look, light disapproval	Facing forward in an elevator
More	Morally significant behavior	Strong: shame, ostracism, punishment	Cheating, plagiarism, theft
Taboo	The nearly unthinkable	Revulsion, exile	Incest, cannibalism
Law	A norm formalized by the state	Official: fines, prison	Traffic codes, criminal statutes

Worked case

CASE 3 · SORT THE NORMS

Classify four fictional violations at a college: Jordan talks loudly in the library; Anika copies a classmate's paper; a student eats a classmate's pet for a prank video; Leo parks in a fire lane.

STEP 1 · LOUD TALKING

A glare or a "shh" is the whole sanction. This is a **folkway**.

STEP 2 · COPYING A PAPER

Plagiarism carries moral weight and brings shame and formal punishment. This is a **more**.

STEP 3 · EATING A PET

The reaction is revulsion; most people cannot imagine it. It is treated as a **taboo**.

STEP 4 · FIRE LANE PARKING

The state has written the rule down and enforces it with a fine. This is a **law**.

THE KEY

Sort by the strength and kind of reaction, not by how much you personally care about the rule.

TRAPS PEOPLE FALL INTO

- **Saying some people "have no culture."** Everyone has culture; it is a whole way of life, not opera.
- **Calling culture inherited.** It is learned. Genes do not carry a language or values.
- **Mixing up values and norms.** Values are broad standards of good; norms are the specific rules.
- **Ranking by personal feeling.** Folkways, mores and taboos are ranked by the strength of the group's reaction.
- **Calling every subculture a counterculture.** A subculture coexists with the mainstream; only a counterculture opposes it.

Chapter 3 self-test · six items

1. Which item belongs to material culture?

A. The meaning of a thumbs-up
B. The rule against cutting in line
C. Belief in freedom of speech
D. A national flag sewn from cloth

D. A national flag sewn from cloth Material culture is physical objects.

2. Plagiarism brings shame and formal punishment, so it violates a:

A. Folkway
B. Taboo
C. More
D. Symbol

C. More Mores carry moral weight and strong sanctions.

3. A society says it values honesty, yet tax cheating is common. This gap is between:

A. Ideal culture and real culture
B. Material and nonmaterial culture
C. Subculture and counterculture
D. Folkways and formal laws

A. Ideal culture and real culture Ideal culture is what people say; real culture is what they do.

4. A commune that rejects money and mainstream schooling is a:

A. Subculture
B. Counterculture
C. Folkway
D. Cultural universal

B. Counterculture It actively opposes mainstream values.

5. Understanding a ritual in its own context before judging it is:

A. Cultural universal
B. Ethnocentrism
C. Cultural diffusion
D. Cultural relativism

D. Cultural relativism Relativism is a research stance, not approval of everything.

6. Pizza spreading from Italy to kitchens worldwide is an example of:

A. Discovery
B. Diffusion
C. Cultural lag
D. Invention

B. Diffusion Diffusion is the spread of traits between groups.

CHAPTER 4

Society and Social Interaction

Read it in full: **Chapter 4 in the textbook**. Practice it in the lab: **Seven Types of Society** and **Front Stage, Back Stage**.

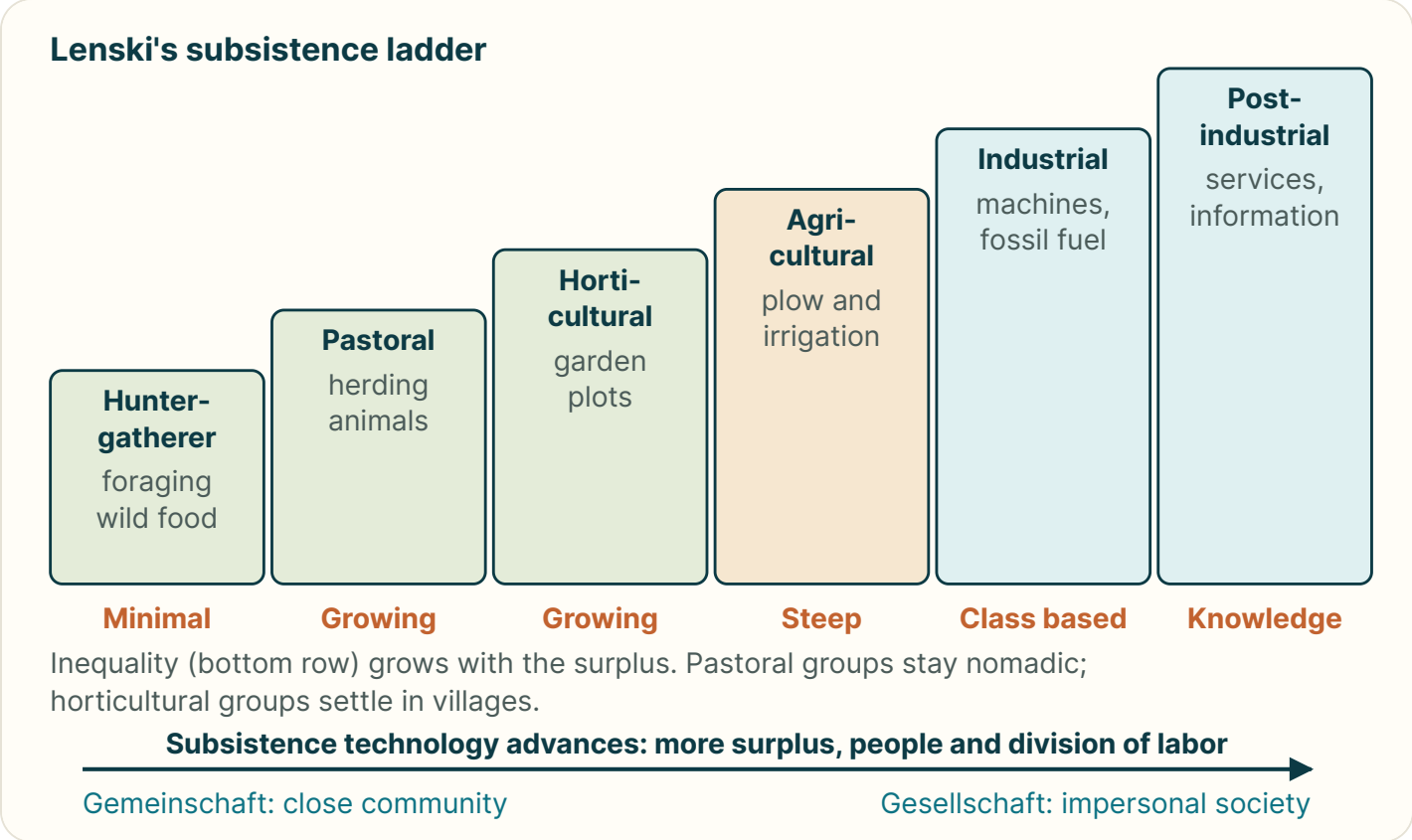
What to know

A **society** shares territory and culture. Lenski's **subsistence technology** drives size, surplus and inequality: hunter-gatherer, pastoral and horticultural, agricultural, industrial, postindustrial. Durkheim's mechanical solidarity yields to organic; Tönnies's **Gemeinschaft** yields to **Gesellschaft**.

Berger and Luckmann's **social construction of reality** shows much of reality is agreed upon. The **Thomas theorem**: situations defined as real are real in their consequences. Merton's **self-fulfilling**

prophecy is a false belief that makes itself true. **Status** is a position (**ascribed** or **achieved**; a **master status** dominates); a **role** is its expected behavior; **role strain** is within one role, **role conflict** between statuses.

Goffman's **dramaturgy**: **front stage**, **back stage**, **impression management** and face-work. **Social institutions** (family, education, religion, economy, government, plus medicine, law, military, media) are enduring patterns that meet basic needs.



The subsistence ladder. Each step is a way of getting food and energy. As the technology advances, surplus grows, and with it population, the division of labor and the degree of inequality.

LOCK THESE IN

- Society: people sharing a territory and culture who interact over time.
- Mechanical solidarity is likeness; organic solidarity is interdependence. Gemeinschaft is community; Gesellschaft is impersonal society.
- Lenski: subsistence technology drives size, surplus, division of labor and inequality.
- Order: hunter-gatherer, pastoral and horticultural, agricultural, industrial, postindustrial.
- Thomas theorem: situations defined as real are real in their consequences.
- Self-fulfilling prophecy (Merton): a false belief that makes itself come true.
- Ascribed is assigned; achieved is earned. Role strain is within one role; role conflict is between statuses.
- Goffman: front stage, back stage, impression management, face-work.

Key terms and comparisons: the subsistence ladder

Society	Subsistence	Scale	Organization	Inequality
Hunter-gatherer	Foraging wild plants and game	Small mobile bands	Kinship; nomadic; sharing	Minimal
Pastoral	Herding animals	Larger, semi-nomadic	Trade of surplus; chiefs emerge	Growing
Horticultural	Small plot cultivation	Settled villages	Property; hereditary status	Growing
Agricultural	Plow, irrigation, animal labor	Cities and states	Feudal hierarchy	Steep
Industrial	Machines and fossil fuel	Mass urban society	Factories, wage labor, bureaucracy	Class based
Postindustrial	Services, knowledge, data	Global, networked	Information and services	Knowledge based

Worked case

CASE 4 · PLACE THE SOCIETY

Read three fictional sketches and name each society type.

STEP 1 · A BAND OF 30 PEOPLE MOVING WITH THE SEASONS, SHARING ALL FOOD

No stored surplus, kinship ties and near equality: a **hunter-gatherer** society.

STEP 2 · VILLAGERS TENDING GARDEN PLOTS, WITH A HEREDITARY HEADMAN

Small plot cultivation in a settled village, with inequality appearing: **horticultural**.

STEP 3 · MOST ADULTS WORK IN CALL CENTERS, SOFTWARE AND HEALTH CARE

Services and information dominate: **postindustrial**.

APPLY LENSKI

As subsistence technology advances, surplus grows, and with it population, division of labor and, usually, inequality.

TRAPS PEOPLE FALL INTO

- **Swapping mechanical and organic solidarity.** Mechanical is likeness in small societies; organic is interdependence in complex ones.
- **Thinking pastoral societies settle in villages.** Horticultural societies settle; pastoral societies follow their herds.
- **Reading the Thomas theorem as "believing makes it true."** It says acting on a definition produces real consequences.
- **Calling every prophecy self-fulfilling.** It must start false and become true because people act on it.
- **Swapping role strain and role conflict.** Strain is inside one role; conflict is between roles of different statuses.

Chapter 4 self-test · six items

1. Which society type first produced cities, writing and steep feudal hierarchy?

A. Pastoral

B. Hunter-gatherer

C. Postindustrial

D. Agricultural

D. Agricultural The plow and irrigation multiplied the surplus.

2. Who argued that much of what we treat as real is built through habit and institutionalization?

A. Asch and Milgram
B. Davis and Moore
C. Berger and Luckmann
D. Park and Burgess

C. Berger and Luckmann Their 1966 book is *The Social Construction of Reality*.

3. A false rumor of a store closing leads shoppers to stop coming until the store does close. This is a:

A. Self-fulfilling prophecy
B. Status set conflict
C. Looking-glass self
D. Front stage performance

A. Self-fulfilling prophecy A false belief brought about its own confirmation.

4. A famous athlete whose fame shapes how everyone sees her holds a:

A. Role set
B. Master status
C. Back stage
D. Role strain

B. Master status One status colors all the others.

5. A server smiling and upselling at the table is on Goffman's:

A. Back stage
B. Role set
C. Front stage
D. Status set

C. Front stage The audience is present, so the polished performance is given.

6. Which pair matches Tönnies's terms?

A. Gemeinschaft, impersonal society; Gesellschaft, community
B. Gemeinschaft, the city; Gesellschaft, the small village
C. Gemeinschaft, likeness; Gesellschaft, likeness again
D. Gemeinschaft, community; Gesellschaft, impersonal society

D. Gemeinschaft, community; Gesellschaft, impersonal society Gemeinschaft is the village; Gesellschaft is the city.

CHAPTER 5

Socialization

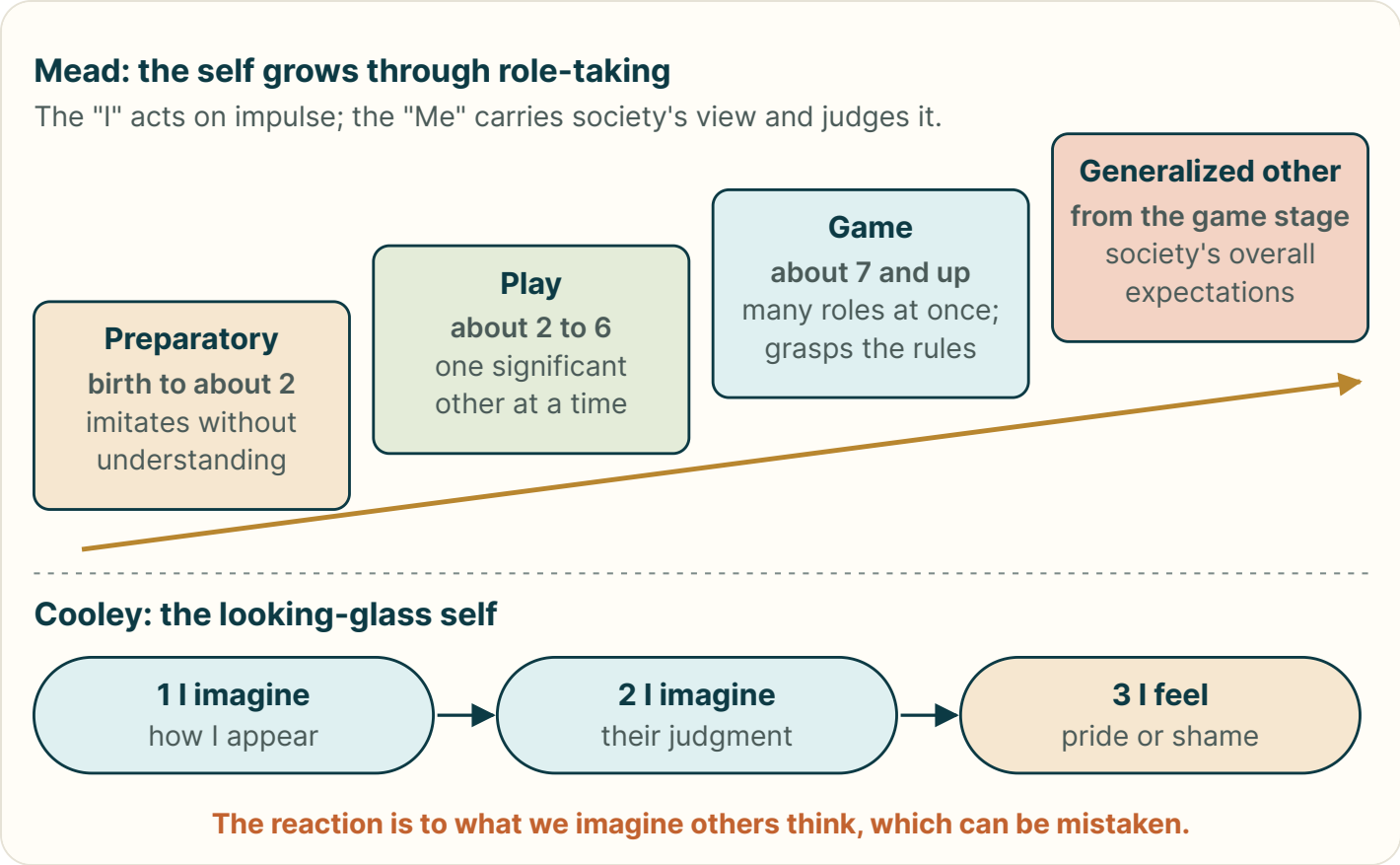
Read it in full: **Chapter 5 in the textbook**. Practice it in the lab: **Building the Self** and **Inside the Total Institution**.

What to know

Socialization is lifelong learning of culture; nature gives capacities and nurture gives content. Anna, Isabelle (Davis), Genie and Harlow's monkeys show what isolation costs.

Cooley's **looking-glass self**: imagine how we appear, imagine the judgment, feel pride or shame. Mead's stages: **preparatory**, **play** (one **significant other**), **game** (many roles), then the **generalized other**; the **"I"** acts and the **"Me"** judges. Agents: **family** (primary), school and its **hidden curriculum**, peers, media.

Anticipatory socialization (Merton) rehearses a future role. A **rite of passage** (van Gennep) runs separation, transition, incorporation. **Resocialization** in Goffman's **total institution** begins with **mortification of the self** and then rebuilds through rewards and punishments.



How the self is built. Mead traces the self from imitation through play and game to the generalized other. Cooley adds that we judge ourselves through what we imagine others see, so a self can rest on a misreading.

LOCK THESE IN

- Socialization turns a biological infant into a social person; nature gives capacities, nurture gives content.
- Anna, Isabelle (Davis), Genie and Harlow's monkeys show what isolation costs.
- Looking-glass self (Cooley): appear, judged, self-feeling, based on what we imagine.
- Mead: preparatory, play, game, then the generalized other; the "I" acts, the "Me" judges.
- The family is the primary agent; school adds a hidden curriculum.
- Anticipatory socialization (Merton) rehearses a future role.
- Rite of passage (van Gennep): separation, transition, incorporation.
- Total institution (Goffman): mortification of the self, then rebuilding.

Key terms and comparisons: Mead's stages

Stage	Typical age	Key ability	Illustration
Preparatory	Birth to about 2	Imitation without understanding	Babbling into a toy phone like a parent
Play	About 2 to 6	One significant other at a time	"Playing house" as the parent
Game	About 7 and up	Many roles at once; grasps rules	Fielding a ball while tracking every teammate
Generalized other	Emerges from the game stage	Society's overall expectations	"What would people think?"

Worked case

CASE 5 · WALK THE LOOKING-GLASS

Sam, a fictional first year student, gives a nervous class presentation. The professor frowns while writing notes.

STEP 1 · IMAGINE HOW WE APPEAR

Sam pictures himself as shaky and unprepared.

STEP 2 · IMAGINE THE JUDGMENT

He reads the frown as "this student is foolish."

STEP 3 · SELF-FEELING

He feels shame and decides he is "bad at speaking."

STEP 4 · THE TWIST

The professor was frowning at a dead pen. Sam reacted to an **imagined** judgment, which is exactly Cooley's point: the self can be built on a misreading.

TRAPS PEOPLE FALL INTO

- **Treating nature versus nurture as a contest one side wins.** The modern answer is both: capacities from biology, content from socialization.
- **Saying we react to what others really think.** Cooley says we react to what we imagine they think.
- **Swapping the play and game stages.** Play is one significant other at a time; game is many roles at once.

- **Mixing up the I and the Me.** The I is spontaneous; the Me is the socialized part that judges the I.
- **Confusing a significant other with the generalized other.** One specific person versus society's overall expectations.

Chapter 5 self-test · six items

1. What do isolation cases such as Anna and Isabelle show?

A. Language appears on its own by a set age in all children
B. Without social contact a human self does not develop
C. Biology alone decides how a child will behave later
D. Isolation has no lasting effect on young children

B. Without social contact a human self does not develop Socialization supplies language and the self.

2. Cooley's looking-glass self is based on:

A. What our genes say we will become
B. What the law says about our rights
C. What we imagine others think of us
D. What others actually say about us

C. What we imagine others think of us We react to imagined judgments.

3. A child who can take many roles at once and follow game rules is in Mead's:

A. Mirror stage
B. Preparatory stage
C. Play stage
D. Game stage

D. Game stage The game stage yields the generalized other.

4. The primary agent of socialization is the:

A. Family
B. Workplace
C. Mass media
D. School

A. Family It comes first and lasts longest.

5. A graduation ceremony that moves students into a new status is a:

A. Hidden curriculum
B. Total institution
C. Rite of passage
D. Degradation ceremony

C. Rite of passage Van Gennep: separation, transition, incorporation.

6. Which setting best fits Goffman's total institution?

A. A corner coffee shop
B. A weekend book club
C. A suburban public library
D. A military boot camp

D. A military boot camp All of life in one place under one authority.

CHAPTER 6

Groups and Organizations

Read it in full: **Chapter 6 in the textbook**. Practice it in the lab: **Group Size: Dyad, Triad, Crowd** and **Bureaucracy & McDonaldization**.

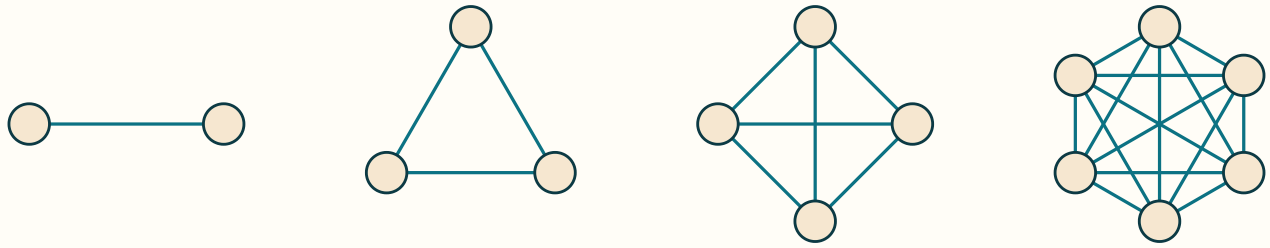
What to know

A **group** needs identification and interaction; an **aggregate** shares a place and a **category** a trait. Cooley's **primary groups** are intimate; **secondary groups** are impersonal and goal oriented. Sumner's **in-group** and **out-group**; Merton's **reference group**.

Simmel: the **dyad** is the most intimate and fragile; the **triad** is more stable but invites coalitions. Leaders are **instrumental** or **expressive**; Lewin's styles are authoritarian, democratic and laissez-faire. **Asch**: about a third of answers conformed to an obvious error; **Milgram**: about 65 percent obeyed to 450 volts. Janis named **groupthink**.

Etzioni's organizations: **utilitarian**, **normative**, **coercive**. Weber's **bureaucracy**: division of labor, hierarchy, written rules, impersonality, technical competence, records; its shadow is the **iron cage**, Merton's ritualism and Michels's **iron law of oligarchy**. Ritzer's **McDonaldization**: efficiency, calculability, predictability, control.

Simmel: adding members multiplies the possible one to one ties

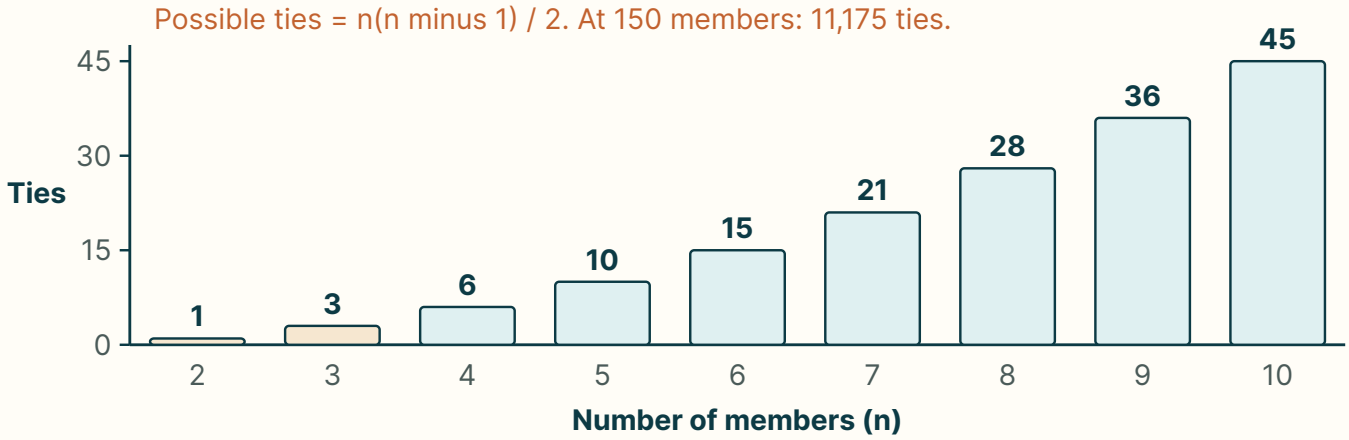


Dyad
1 tie

Triad
3 ties

Four people
6 ties

Six people
15 ties



Size changes the group. Members add one at a time, but possible ties grow much faster. A dyad hangs on one tie; by six people there are fifteen, which is why big groups need rules and records.

LOCK THESE IN

- A group needs identification and interaction; aggregates share a place, categories a trait.
- Primary (Cooley): small, intimate, expressive. Secondary: large, impersonal, instrumental.
- In-group and out-group (Sumner); reference group (Merton).
- Dyad: most intimate and most fragile. Triad: more stable, but coalitions and mediation.
- Lewin's styles: authoritarian, democratic, laissez-faire.
- Asch: about one third of answers conformed; one ally breaks it. Milgram: about 65 percent obeyed to 450 volts.
- Etzioni: utilitarian (pay), normative (cause), coercive (force).
- Weber's six features and the iron cage; Ritzer: efficiency, calculability, predictability, control.

Key terms and comparisons: Asch and Milgram

Feature	Asch (1951)	Milgram (1961 to 63)
Pressure from	Peers, an equal group	Authority, an expert in charge
Task	Match a line: obviously easy	Shock a "learner" on command
Key finding	About 1/3 of answers conformed	About 65% obeyed to 450 volts
What breaks it	One ally who dissents	Weak or absent authority; a defiant peer
Lesson	We conform to belong	We obey to defer

Worked case

CASE 6 · GROUP, AGGREGATE OR CATEGORY?

Label three fictional sets of people.

STEP 1 · EVERYONE IN A MOVIE THEATER ON FRIDAY NIGHT

Same place, no lasting tie: an **aggregate**.

STEP 2 · ALL LEFT-HANDED STUDENTS ON CAMPUS

A shared trait, no need to meet: a **category**.

STEP 3 · A FIVE PERSON LAB TEAM THAT MEETS WEEKLY AND HAS A GROUP CHAT

Identification and regular interaction: a **social group**, and a secondary one since it is goal oriented.

WATCH

If the lab team becomes lifelong friends, the secondary group has warmed into a primary one.

TRAPS PEOPLE FALL INTO

- **Calling any crowd a group.** Without identification and interaction it is an aggregate.
- **Thinking a dyad is the most stable group.** It is the most intimate and the most fragile.
- **Reading the triad as purely good.** It adds stability but also coalitions and two against one politics.
- **Thinking a reference group must be one you belong to.** You can judge yourself against a group you never join.
- **Saying Asch's task was hard.** It was obviously easy; that is what makes the conformity striking.

Chapter 6 self-test · six items

1. Which is a primary group?

A. Members of a city committee
B. Coworkers on a shared project
C. A small circle of close friends
D. Shoppers in a checkout line

C. A small circle of close friends Primary groups are small, intimate and valued for themselves.

2. Fans who see a rival school's fans as "them" are drawing a line between:

A. Category and aggregate
B. In-group and out-group
C. Primary and secondary group
D. Dyad and triad roles

B. In-group and out-group Sumner's us and them.

3. Which group is the most fragile, according to Simmel?

A. The triad
B. A bureaucracy
C. A large group
D. The dyad

D. The dyad It ends when either member leaves.

4. A team captain who keeps morale high and soothes conflict is an:

A. Expressive leader
B. Authoritarian leader
C. Instrumental leader
D. Laissez-faire leader

A. Expressive leader Expressive leaders tend the group's emotional life.

5. A prison, as a formal organization, is in Etzioni's terms:

A. Voluntary
B. Utilitarian
C. Normative
D. Coercive

D. Coercive Members are held involuntarily.

6. A clerk refuses help because "that's our policy," though the rule defeats its purpose. Merton called this:

A. Groupthink in a team
B. The iron law of oligarchy
C. Bureaucratic ritualism
D. Tertius gaudens in a group

C. Bureaucratic ritualism Following the rule has replaced achieving the goal.

CHAPTER 7

Deviance, Crime and Social Control

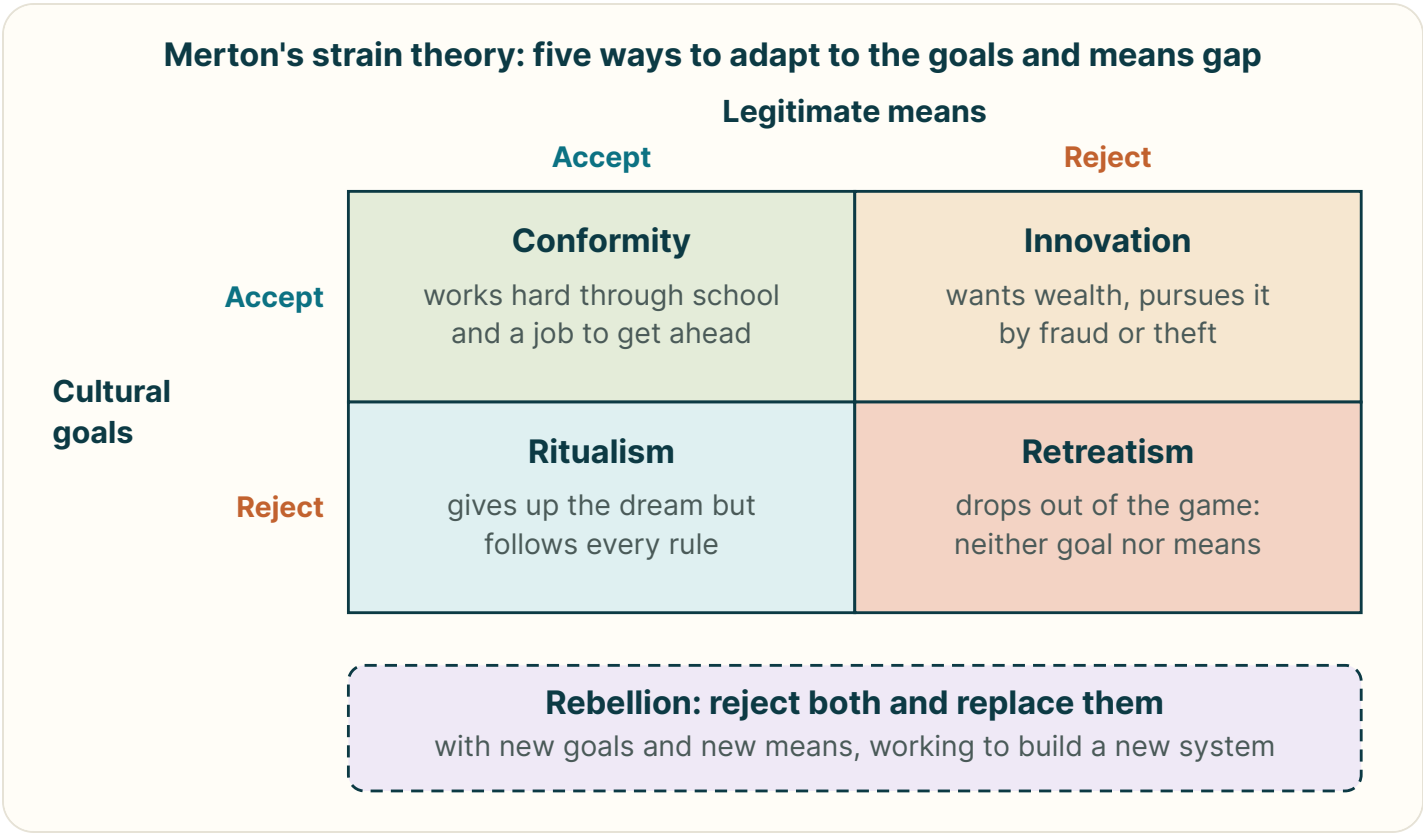
Read it in full: **Chapter 7 in the textbook**. Practice it in the lab: **What Is Deviance?** and **The Label That Sticks**.

What to know

Deviance is a norm violation that draws a negative reaction; it is relative and defined by reaction. **Social control** uses positive or negative, informal or formal **sanctions**.

Durkheim: deviance is normal and functional; **anomie** is normlessness. Merton's **strain theory**: conformity, innovation, ritualism, retreatism, rebellion. Conflict theory: the powerful define deviance. **Labeling** (Becker, Lemert): **primary deviance**, label, **secondary deviance**; Goffman's **stigma**.

Crime types include violent, property, **white-collar** (Sutherland), corporate, organized and consensual. Measures: **UCR/NIBRS**, **NCVS**, self-report; the **dark figure** is the uncounted. Justice: police discretion, plea bargaining, corrections; punishment rests on retribution, deterrence, incapacitation and rehabilitation.



Merton's strain grid. Every adaptation is a pairing of cultural goals and legitimate means. Only conformity accepts both; rebellion is the one that throws both out and offers replacements.

LOCK THESE IN

- Deviance is defined by reaction, not harm; it is relative to time, place and audience.
- Sanctions: positive or negative, informal or formal; most control is informal and internalized.
- Durkheim: deviance is normal and functional; anomie is normlessness.
- Merton: conformity, innovation, ritualism, retreatism, rebellion.
- Labeling (Becker, Lemert): primary deviance, label, secondary deviance.
- White-collar crime (Sutherland) costs most and is punished least.
- UCR and NIBRS: police records. NCVS: victim survey, no homicide. Dark figure: the uncounted.
- Punishment: retribution, deterrence, incapacitation, rehabilitation.

Key terms and comparisons: Merton's five adaptations

Adaptation	Cultural goals	Legitimate means	Example
Conformity	Accept	Accept	Works through school and a job to get ahead
Innovation	Accept	Reject	Wants wealth but pursues it through fraud or theft
Ritualism	Reject	Accept	The burned-out clerk who follows every rule
Retreatism	Reject	Reject	Drops out of the game entirely
Rebellion	Replace	Replace	Works to build a new system

Worked case

CASE 7 · NAME THE ADAPTATION

Use Merton's grid on three fictional people who all grew up hearing that success means wealth.

STEP 1 · DEV SELLS COUNTERFEIT SNEAKERS TO GET RICH

He accepts the goal but rejects legitimate means: **innovation**.

STEP 2 · ROSA HAS GIVEN UP ON GETTING AHEAD BUT NEVER MISSES A RULE AT HER DESK JOB

She drops the goal but keeps the means: **ritualism**.

STEP 3 · CAL REJECTS BOTH MONEY AND ORDINARY WORK AND DRIFTS OUT OF SOCIETY

He rejects both: **retreatism**.

CONTRAST

A rebel also rejects both, but replaces them with new goals and means and works to build a new system.

TRAPS PEOPLE FALL INTO

- **Saying some acts are naturally deviant.** No act is deviant in itself; reaction and context define it.
- **Thinking deviance is always bad.** It can be positive or admired; it only needs to break a norm and draw a reaction.
- **Swapping innovation and ritualism.** Innovators keep the goal and drop the means; ritualists drop the goal and keep the means.
- **Thinking Durkheim wanted to end deviance.** He said deviance is normal and functional, and a group will always find someone to punish.
- **Reversing primary and secondary deviance.** Primary comes first with little reaction; secondary follows the label.

Chapter 7 self-test · six items

1. Which statement fits labeling theory?

A. Deviance comes from blocked goals and means

B. Deviance always comes from inborn traits

C. Reactions to an act can create a deviant career

D. Deviance helps society by clarifying norms

C. Reactions to an act can create a deviant career Becker and Lemert focus on the label.

2. An office worker has given up on getting ahead but obeys every rule to the letter. Merton calls this:

A. Conformity
B. Ritualism
C. Retreatism
D. Innovation

B. Ritualism Reject the goal, keep the means.

3. Durkheim said a "society of saints" would still:

A. Find faults to treat as crimes
B. Abolish every form of law
C. Have no rules of any kind
D. Never need any punishment

A. Find faults to treat as crimes A group always draws a boundary.

4. Embezzlement by a bank executive is an example of:

A. Street crime
B. Consensual crime
C. Organized crime
D. White-collar crime

D. White-collar crime Sutherland: crime by high status people in their work.

5. Which crime measure captures crimes never reported to police?

A. The UCR
B. The NCVS
C. Arrest logs
D. NIBRS

B. The NCVS It surveys households about victimization.

6. Punishing an offender so the public will fear breaking the law is:

A. Incapacitation
B. Specific deterrence
C. General deterrence
D. Rehabilitation

C. General deterrence General deterrence targets the watching public.

CHAPTER 8

Social Class and Stratification

Read it in full: **Chapter 8 in the textbook**. Practice it in the lab: **Explaining Stratification: Davis-Moore, Marx & Weber** and **Tracing Social Mobility**.

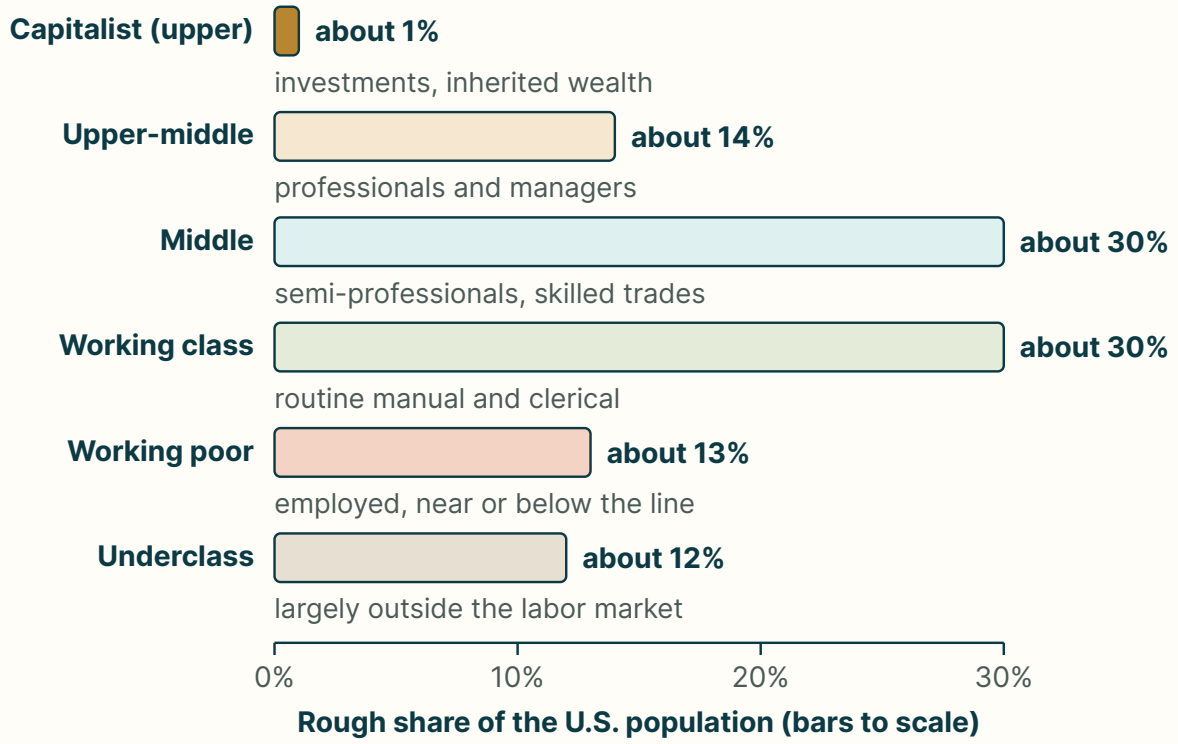
What to know

Stratification is a trait of society that persists across generations and rests on belief. Closed systems (slavery, estate, **caste**) rest on **ascribed status**; open **class** systems add **achieved status** and the ideology of **meritocracy**.

Davis-Moore: unequal rewards fill vital jobs; Tumin: ascription blocks fair sorting. **Marx**: means of production, bourgeoisie and proletariat, **surplus value**, **false consciousness**. **Weber**: class, status and power, and **life chances**.

Gilbert-Kahl names about six U.S. classes. **Wealth** (net worth) is far more concentrated than **income**; Bourdieu's **cultural capital** passes advantage as "merit." **Absolute** versus **relative poverty**; the U.S. line is a food budget times three. Mobility is inter- or intragenerational, vertical or horizontal, structural or exchange; U.S. mobility is relatively low.

The Gilbert-Kahl model of the U.S. class structure



Six blurred classes. Bar lengths show each class's rough share of the population. The tiny capitalist class holds a share of wealth far out of proportion to its 1 percent.

LOCK THESE IN

- Stratification is a trait of society, persists across generations, varies, and rests on belief.
- Closed systems (slavery, estate, caste) rest on ascribed status; open class systems add achieved status.
- Davis-Moore: unequal rewards fill vital jobs. Tumin: ascription blocks fair sorting.
- Marx: means of production, bourgeoisie and proletariat, surplus value, false consciousness.
- Weber: class, status, power; life chances.
- Income is a stream; wealth is a reservoir, and far more concentrated.
- Absolute poverty: survival. Relative poverty: belonging. U.S. line: food budget times three.
- Mobility: inter- versus intragenerational, vertical versus horizontal, structural versus exchange.

Key terms and comparisons: three explanations of stratification

Question	Davis-Moore	Marx	Weber
What is it?	A functional necessity	Exploitation through ownership	Layering on three axes
Why does it exist?	To motivate the ablest into vital jobs	Owners extract surplus value	Class, status and power are unequally held
Key concept	Functional importance; reward	Bourgeoisie, proletariat; false consciousness	Class, status, power; life chances
Main criticism	Ignores ascription (Tumin)	The revolution never came	Hard to reduce to one measure

Worked case

CASE 8 · WEBER'S THREE LADDERS

Place three fictional people on Weber's dimensions.

STEP 1 · PASTOR RUTH: MODEST SALARY, DEEPLY RESPECTED IN TOWN

High **status**, low to middle **class**.

STEP 2 · VIC, A LOTTERY WINNER WHOM NEIGHBORS MOCK AS FLASHY

High **class** (wealth), low **status**.

STEP 3 · ANA, A MID-LEVEL OFFICIAL WHO CONTROLS PERMITS

Ordinary class and status but real **power**.

WHY IT MATTERS

The three dimensions usually move together but can come apart, which a single money scale would hide.

TRAPS PEOPLE FALL INTO

- **Saying stratification is just differences in talent.** It is a feature of society that exists before anyone is born.
- **Calling caste "open" because some people move.** Caste is closed: ascribed, endogamous and nearly immobile.
- **Treating Davis-Moore as proven.** Tumin showed ascription blocks the fair sorting it assumes.

- **Saying Weber invented "socioeconomic status."** His terms were class, status and party; later researchers built SES.
- **Using income and wealth as synonyms.** Income is a flow; wealth is net worth, and far more concentrated.

Chapter 8 self-test · six items

1. Which system is the most open?

A. A class system
B. An estate system
C. A caste system
D. Slavery

A. A class system Class systems allow mobility and weigh achieved status.

2. Tumin's main criticism of the Davis-Moore thesis is that:

A. Important jobs are always paid the most money
B. Rewards are spread far too equally to matter
C. Inherited advantage blocks fair sorting of talent
D. Societies have no need to fill important roles

C. Inherited advantage blocks fair sorting of talent Ascription prevents the fair race the thesis assumes.

3. In Marx's theory, profit comes from:

A. Fair exchange of equal values
B. Surplus value taken from workers
C. Prestige that owners enjoy
D. Taxes paid to the government

B. Surplus value taken from workers Owners pay less than the value labor creates.

4. Weber's term for the odds of getting what a society offers is:

A. Surplus value
B. Cultural capital
C. Social mobility
D. Life chances

D. Life chances Life chances link class position to outcomes.

5. Which statement about relative poverty is correct?

A. It is the same as lacking food and water
B. It applies only in the poorest nations
C. Its line rises as the society grows richer
D. It can easily be brought down to zero

C. Its line rises as the society grows richer It is a moving standard tied to society's normal life.

6. A nurse who becomes a paralegal at a similar level shows:

A. Structural mobility
B. Vertical mobility
C. Intergenerational mobility
D. Horizontal mobility

D. Horizontal mobility Sideways movement at the same level.

CHAPTER 9

Global Inequality

Read it in full: **Chapter 9 in the textbook**. Practice it in the lab: **Modernization vs. Dependency** and **The Feminization of Poverty**.

What to know

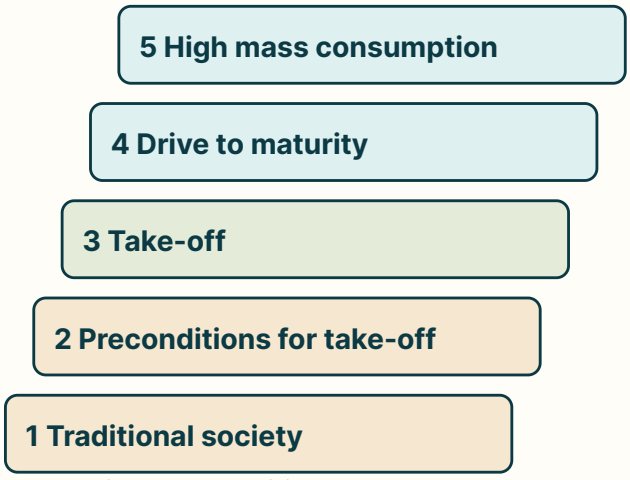
Global stratification ranks nations; the birthplace lottery predicts about half of income. World Bank tiers rest on **GNI per capita**; the **Gini** measures inequality within a nation and the **HDI** adds health and schooling.

Modernization theory (functionalist; Rostow's five stages) blames internal factors. **Dependency theory** (conflict; Frank, Prebisch) blames colonial extraction and unequal trade. Wallerstein's **world-systems theory**: core, semi-periphery, periphery.

Extreme poverty is below about $3.00 a day (2021 PPP), with more than 800 million people. Pearce's **feminization of poverty** rests on unpaid care (Hochschild's **second shift**), the informal sector and limited land and credit. **Globalization** narrowed gaps between nations while widening many within them: the **elephant curve**.

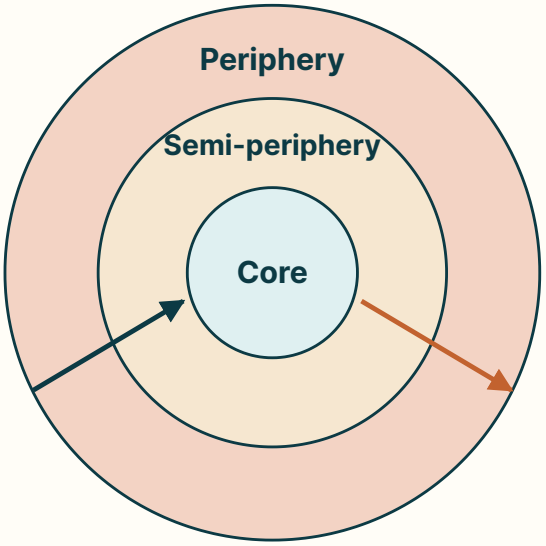
Two answers to "why are some nations poor?"

Modernization (Rostow): an inside ladder



Cause: internal tradition and weak technology. Remedy: aid, investment, open trade.

World-systems (Wallerstein): one economy



In (dark arrow): raw materials, cheap labor
Out (red arrow): finished goods, sold dear
Dependency: the rich helped make the poor poor.

Inside ladder or outside system? Modernization theory looks inside a poor nation and prescribes climbing Rostow's stages. Dependency and world-systems theory look outward at a single economy in which value flows toward the core.

LOCK THESE IN

- Global stratification ranks nations; the birthplace lottery predicts about half of income.
- World Bank tiers use GNI per capita: high, upper-middle, lower-middle, low.
- Gini: 0 equal to 1 total concentration (within a nation). HDI: income, life expectancy, education.
- Modernization (functionalist, Rostow): internal causes. Dependency (conflict, Frank, Prebisch): external exploitation.
- Wallerstein: core, semi-periphery, periphery in one world-economy.
- Extreme poverty: about $3.00 a day (2021 PPP); more than 800 million people.
- Feminization of poverty: Pearce, 1978; second shift: Hochschild.
- Elephant curve: between-nation gaps narrowed, within-nation gaps often widened.

Key terms and comparisons: three explanations of global inequality

Feature	Modernization	Dependency	World-systems
Paradigm	Structural functionalism	Conflict (Marxist)	Conflict, global scale
Cause of poverty	Internal: tradition, weak technology	External: colonial extraction, unequal trade	A nation's place in one world-economy
Key thinkers	Rostow, Parsons	Frank, Prebisch	Wallerstein
Way out	Modern values, investment, open trade	Break dependency; fairer terms of trade	Very hard; the system resists escape
Main critique	Blames the poor; ignores colonialism	Underplays internal factors and real growth	Broad and hard to test

Worked case

CASE 9 · WHICH THEORY IS SPEAKING?

Two fictional advisers explain why the nation of "Rivermark" is poor.

STEP 1 · ADVISER A

"Rivermark needs savings, schools and a culture of investment, then foreign capital will help it take off."

Internal causes and Rostow's ladder: **modernization theory**.

STEP 2 · ADVISER B

"For a century Rivermark exported raw cocoa cheaply and imported chocolate expensively; its railways were built to the coast for export." External extraction and terms of trade: **dependency theory**.

STEP 3 · ADD A THIRD VIEW

Seeing Rivermark as part of a single world-economy, supplying raw materials to the core, is **world-systems theory**; Rivermark is **periphery**.

STEP 4 · WEIGH THEM

History set Rivermark's starting position; governance and education shape what it does next. A careful sociologist uses both.

TRAPS PEOPLE FALL INTO

- **Using GNI per capita as a measure of well-being.** It is an average income; use the Gini for spread and the HDI for health and schooling.
- **Reading a Gini of 0.6 as more equal than 0.3.** Closer to 1 means more unequal.
- **Pairing dependency theory with functionalism.** Dependency and world-systems theory are conflict theories; modernization is functionalist.
- **Quoting the retired poverty line.** The book uses about $3.00 a day in 2021 terms; $2.15 (2017 prices) is retired.
- **Thinking relative poverty is not real.** It still wounds; it calls for a fairer share rather than survival aid.

Chapter 9 self-test · six items

1. What is a key weakness of GNI per capita as a measure?

A. It changes every day and so cannot be compared

B. It counts only health and schooling, not income

C. As an average it can hide large gaps within a nation

D. It cannot be computed for most of the world's nations

C. As an average it can hide large gaps within a nation That is why sociologists add the Gini and the HDI.

2. Which theory belongs to the functionalist tradition?

A. World-systems theory
B. Dependency theory
C. Labeling theory
D. Modernization theory

D. Modernization theory Rostow and Parsons.

3. In world-systems theory, rapidly industrializing nations between rich and poor are the:

A. The core nations
B. The semi-periphery
C. The outer ring
D. The periphery

B. The semi-periphery They sit between core and periphery.

4. Debt bondage, where a loan that can never be repaid ties a worker to an employer, is a form of:

A. Modern slavery
B. Microcredit
C. Relative poverty
D. Globalization

A. Modern slavery Tens of millions remain in modern slavery.

5. What did Hochschild mean by the "second shift"?

A. A night shift at a factory or a hospital
B. Unpaid housework and care after a paid job
C. The move of jobs to another country
D. A second paid job taken for extra income

B. Unpaid housework and care after a paid job It is invisible in wages and deepens women's poverty.

6. According to the elephant curve, which group stalled during recent globalization?

A. Working and middle classes of rich nations
B. Every income group equally around the world
C. The richest one percent in the world
D. The emerging middle classes of Asia

A. Working and middle classes of rich nations They form the dip before the raised trunk.

CHAPTER 10

Race and Ethnicity

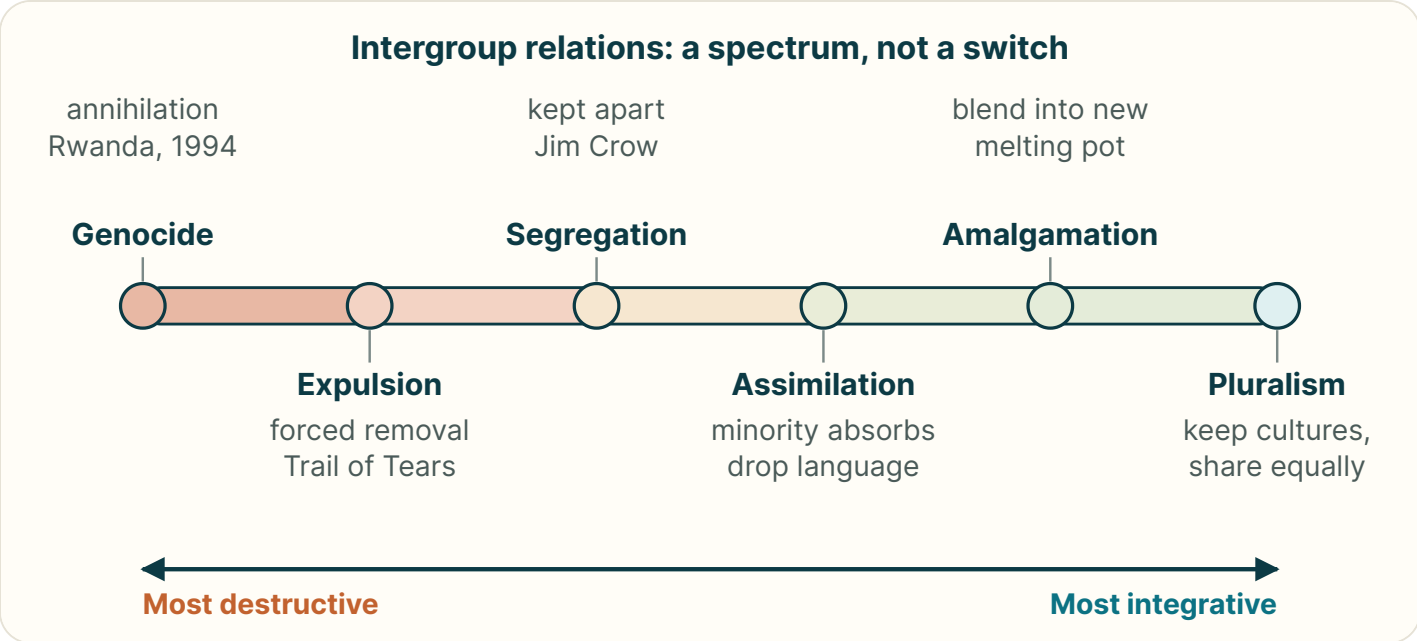
Read it in full: **Chapter 10 in the textbook**. Practice it in the lab: **Constructing Race: Six Societies, Six Answers** and **The Intergroup Spectrum: Genocide to Pluralism**.

What to know

Race is a social construction: categories change over time and place (Omi and Winant's **racial formation**). **Ethnicity** is shared culture. A **minority group** (Wirth) is defined by power, not numbers.

Prejudice is an attitude, **discrimination** an action; Merton's grid gives four types. **Institutional racism**, such as **redlining**, produces unequal outcomes without individual intent. Du Bois named **double consciousness**; Allport's **contact hypothesis** needs equal status and cooperation.

The intergroup spectrum: **genocide**, **expulsion**, **segregation** (de jure or de facto), **assimilation**, **amalgamation**, **pluralism**. The **model minority myth** hides diversity; Gans's **symbolic ethnicity** is optional; Crenshaw's **intersectionality** sees race, class and gender compound.



Genocide to pluralism. Any real society can be placed on this line. Segregation can be by law or in practice, and assimilation usually asks only the minority to change.

LOCK THESE IN

- Race is a social construction: more variation within groups than between them.
- Categories shift over time and place: racial formation (Omi and Winant).
- Ethnicity is shared culture; a minority group is about power, not numbers (Wirth).
- Prejudice is an attitude; discrimination is an action; Merton's four types.
- Institutional racism (redlining) produces unequal outcomes without individual intent.
- Contact hypothesis (Allport): equal status, common goals, cooperation, support.
- Spectrum: genocide, expulsion, segregation, assimilation, amalgamation, pluralism.
- Model minority myth; symbolic ethnicity (Gans); intersectionality (Crenshaw).

Key terms and comparisons: Merton's prejudice and discrimination grid

	Does not discriminate	Discriminates
Not prejudiced	All-weather liberal: believes in equality and acts on it	Fair-weather liberal: goes along for convenience
Prejudiced	Timid bigot: restrained by law or pressure	Active bigot: believes and practices it

Worked case

CASE 10 · MERTON'S GRID

Place four fictional managers in Merton's typology.

STEP 1 · LENA BELIEVES IN EQUALITY AND HIRES FAIRLY

No prejudice, no discrimination: **all-weather liberal**.

STEP 2 · GREG HOLDS NO BIAS BUT FOLLOWS A REFERRAL RULE THAT KEEPS HIRING ONE GROUP, BECAUSE IT IS EASY

No prejudice, but discriminates: **fair-weather liberal**.

STEP 3 · HAL DISLIKES A GROUP BUT HIRES FAIRLY BECAUSE HE FEARS A LAWSUIT

Prejudiced, does not discriminate: **timid bigot**.

STEP 4 · TOM DISLIKES A GROUP AND REJECTS EVERY APPLICANT FROM IT

Both: **active bigot**.

LESSON

Rules and incentives can reduce discrimination even before attitudes change.

TRAPS PEOPLE FALL INTO

- **Saying "social construction" means race is not real.** It is real in its consequences; it is built by society, not nature.
- **Using race and ethnicity interchangeably.** Race rests on perceived physical traits; ethnicity on shared culture.
- **Defining a minority by size.** It is about unequal treatment and lack of power.
- **Assuming prejudice and discrimination always go together.** Merton showed each can occur without the other.

- **Thinking racism requires a racist person.** Institutional racism produces unequal outcomes without individual intent.

Chapter 10 self-test · six items

1. The U.S. Census rewriting its race categories nearly every decade is evidence that race is:

A. Socially constructed
B. Unimportant today
C. Purely biological
D. Fixed by birth alone

A. Socially constructed Categories change with time and place.

2. Women are about half the population but are treated as a minority in the sociological sense because:

A. A minority must be less than half
B. Minorities are defined by shared ethnicity
C. A minority is defined by lack of power
D. Every group is a minority somewhere

C. A minority is defined by lack of power Wirth defined it by unequal treatment, not size.

3. A manager who dislikes a group but hires fairly out of fear of a lawsuit is a(n):

A. Active bigot, prejudiced and acting on it
B. Timid bigot, prejudiced but restrained
C. Fair-weather liberal, fair mind, biased act
D. All-weather liberal, fair in mind and act

B. Timid bigot, prejudiced but restrained Prejudiced but does not discriminate.

4. Jim Crow laws are an example of:

A. Pluralism
B. De facto segregation
C. Amalgamation
D. De jure segregation

D. De jure segregation Segregation required by law.

5. A minority group giving up its language and customs to fit the dominant culture is:

A. Expulsion
B. Assimilation
C. Pluralism
D. Amalgamation

B. Assimilation Usually only the minority is expected to change.

6. Who developed the concept of intersectionality?

A. Kimberlé Crenshaw
B. Louis Wirth
C. Herbert J. Gans
D. Gordon W. Allport

A. Kimberlé Crenshaw Race, class and gender cross and compound.

CHAPTER 11

Gender and Sexuality

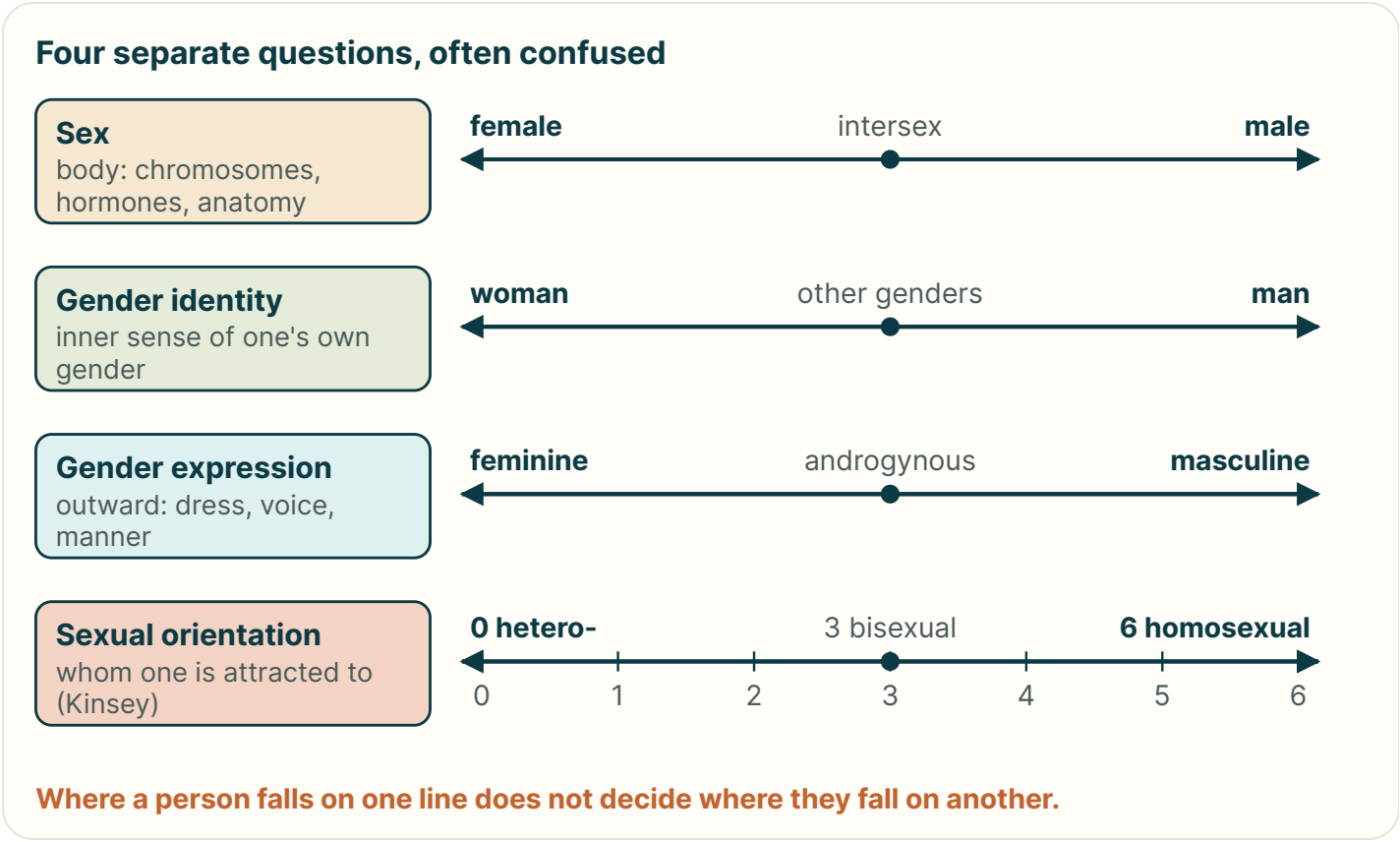
Read it in full: **Chapter 11 in the textbook**. Practice it in the lab: **Sex vs. Gender: What the Body Gives, What Society Adds** and **The Gender Gap: Pay, Work, and Power**.

What to know

Sex is biological; **gender** is social; **gender identity** is inner and **gender expression** outward. Mead's New Guinea study and third-gender roles show gender is constructed; West and Zimmerman call it **doing gender**.

Gender socialization runs through family, peers, school, media and religion. **Gender stratification**: a pay gap of about 81 to 84 cents, **occupational segregation**, the **glass ceiling** and **glass escalator**, the **second shift** and **patriarchy**.

Parsons and Bales: **instrumental** and **expressive** roles. Engels tied subordination to private property; feminism is liberal, socialist or radical. Sexual orientation is a continuum on the **Kinsey scale**; **heteronormativity** assumes heterosexuality; views change (APA 1973; *Obergefell* 2015).



Four separate questions. Sex is about the body, gender identity is an inner sense, gender expression is outward presentation, and orientation is about attraction. Kinsey drew orientation as a 0 to 6 continuum.

LOCK THESE IN

- Sex is biological; gender is social; identity is inner; expression is outward.
- Mead's New Guinea peoples and third-gender roles show gender is constructed.
- Doing gender (West and Zimmerman): gender is performed and held accountable.
- Infant studies: Rubin and colleagues (1974), Condry and Condry (1976), Baby X (1975).
- Pay gap about 81 to 84 cents; occupational segregation, glass ceiling, glass escalator.
- Second shift (Hochschild); patriarchy.
- Parsons and Bales: instrumental and expressive. Engels: private property. Feminism: liberal, socialist, radical.
- Kinsey scale 0 to 6; APA 1973; *Obergefell* 2015.

Key terms and comparisons: three paradigms on gender

Feature	Functionalism	Conflict theory	Interactionism
Level	Macro	Macro	Micro
View of gender	Complementary roles that stabilize society	A system of inequality that benefits men	An identity performed in interaction
Key thinkers	Parsons and Bales; Durkheim	Engels, Marx, feminists	West and Zimmerman, Goffman, Mead
Guiding question	What function do gender roles serve?	Who benefits from gender inequality?	How is gender created in everyday life?
Main critique	Excuses inequality; ignores change	Underplays cooperation and agency	Neglects large structures

Worked case

CASE 11 · SEX, GENDER, IDENTITY OR EXPRESSION?

Label each fact about a fictional person, Jordan.

STEP 1 · JORDAN HAS XY CHROMOSOMES

A biological fact: **sex**.

STEP 2 · JORDAN'S FAMILY EXPECTS HIM NOT TO CRY AT FUNERALS

A social expectation layered on sex: **gender**.

STEP 3 · JORDAN'S INNER SENSE IS THAT HE IS A MAN

Gender identity; since it matches the sex assigned at birth, he is cisgender.

STEP 4 · JORDAN WEARS HIS HAIR LONG AND PAINTS HIS NAILS

Outward presentation: **gender expression**.

NOTE

Whom Jordan is attracted to is a fifth, separate question: sexual orientation.

TRAPS PEOPLE FALL INTO

- **Using sex and gender as synonyms.** Sex is biological; gender is the social meaning built on it.
- **Mixing up gender identity and sexual orientation.** Identity is who you are; orientation is whom you are attracted to.
- **Swapping gender identity and gender expression.** Identity is inner; expression is outward presentation.
- **Saying the pay gap is only about choices.** A residual remains after controls, and choices are themselves socialized.
- **Swapping the glass ceiling and glass escalator.** The ceiling blocks women; the escalator lifts men in female fields.

Chapter 11 self-test · six items

1. A person's inner sense of being a man, a woman or another gender is:

A. Sexual orientation
B. Gender expression
C. Gender identity
D. Biological sex

C. Gender identity Expression is outward; identity is inner.

2. West and Zimmerman's "doing gender" belongs to which paradigm?

A. Structural functionalism
B. Symbolic interactionism
C. Conflict theory
D. Positivism

B. Symbolic interactionism Gender is performed in interaction.

3. An invisible barrier that keeps women from top positions is the:

A. Glass ceiling
B. Second shift
C. Double standard
D. Glass escalator

A. Glass ceiling The escalator lifts men in female fields.

4. Which version of feminism sees patriarchy as the deepest root of inequality?

A. Liberal feminism
B. Functional feminism
C. Socialist feminism
D. Radical feminism

D. Radical feminism Liberal seeks equal rights; socialist ties gender to capitalism.

5. Hijra, Two-Spirit and muxe roles show that:

A. Gender roles are set by chromosomes everywhere
B. Every culture recognizes exactly two genders
C. Cultures differ in how many genders they recognize
D. Sexual orientation decides a person's gender

C. Cultures differ in how many genders they recognize Gender is socially constructed.

6. The assumption that heterosexuality is the natural default is:

A. Heteronormativity
B. Patriarchy
C. Occupational segregation
D. Gender stratification

A. Heteronormativity It shapes forms, laws and everyday talk.

CHAPTER 12

Marriage and Family

Read it in full: **Chapter 12 in the textbook**. Practice it in the lab: **Family Forms: Who Counts as Kin** and **Marriage Patterns: Who May Marry Whom**.

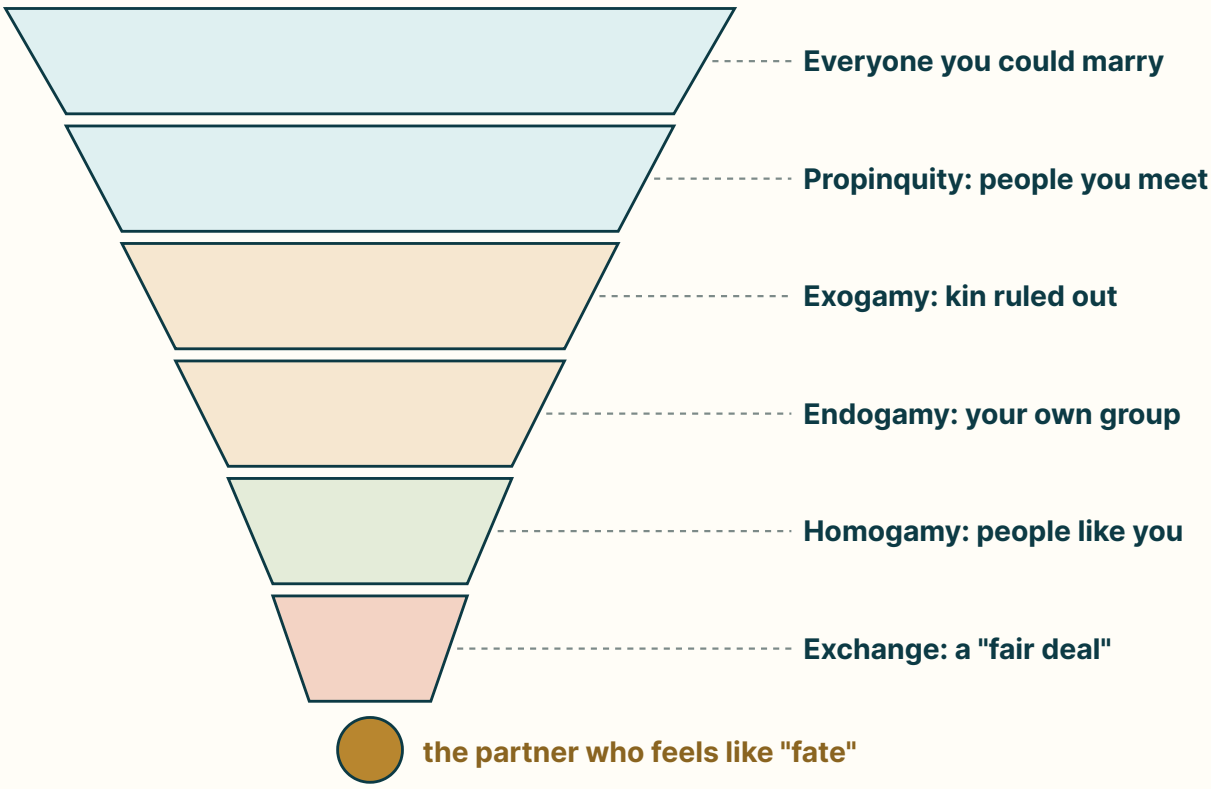
What to know

A **family** is a socially recognized kin group; a **household** is whoever shares a dwelling. Orientation versus procreation; nuclear versus extended. Kinship runs by descent, residence and authority; industrial societies trend bilateral, neolocal and egalitarian.

Monogamy is often serial; **polygyny** is the common form of polygamy. **Endogamy** is within, **exogamy** outside. Cherlin's **incomplete institution** (1978) first described remarriage, later cohabitation. **Propinquity** and **homogamy** pattern mate selection.

Functionalists (Murdock, Parsons) list family functions; conflict theorists (Engels) see property and inequality; interactionists (Burgess) see "a unity of interacting personalities." The **refined divorce rate** uses married women; conflict harms children more than divorce itself. Families are diversifying, not disappearing.

How social structure narrows the pool before the spark



The pool is pre-sorted. Long before two people meet, propinquity decides who is in the room, marriage rules remove some people, and homogamy makes the familiar feel like fate.

LOCK THESE IN

- Family is socially recognized kin with emotional and economic ties; a household is whoever shares a dwelling.
- Orientation (born into) versus procreation (formed). Nuclear versus extended.
- Descent, residence, authority: bilateral, neolocal, egalitarian in industrial societies.
- Polygyny is the common form of polygamy; serial monogamy is the industrial practice.
- Endogamy within; exogamy outside (incest taboo).
- Cherlin (1978): incomplete institution, first for remarriage, extended to cohabitation.
- Propinquity and homogamy: like marries like.
- Refined divorce rate is per 1,000 married women; conflict harms children more than divorce itself.

Key terms and comparisons: three paradigms on the family

Paradigm	Core question	View of the family	Key figures
Functionalism	What does family do for stability?	Vital institution: socialization, regulation, economic and emotional support	Durkheim, Murdock, Parsons
Conflict	Who benefits and who is exploited?	A means of passing on property, class and gender inequality	Marx, Engels, feminist theorists
Symbolic interactionism	How is family meaning built?	A unity of interacting personalities with negotiated roles	Cooley, Mead, Goffman, Burgess

Worked case

CASE 12 · FAMILY OR HOUSEHOLD?

Sort three fictional living arrangements.

STEP 1 · THREE UNRELATED NURSING STUDENTS SHARE AN APARTMENT

They share a dwelling but not recognized kin ties: a **household**, not a family.

STEP 2 · A GRANDMOTHER RAISING HER TWO GRANDSONS

A socially recognized kin group with emotional and economic ties sharing a home: both a **family** and a **household**.

STEP 3 · YOUR MARRIED SISTER WHO LIVES IN ANOTHER STATE

She is **family** but not part of your household.

RULE

Households are counted by address; families are defined by recognized ties and functions.

TRAPS PEOPLE FALL INTO

- **Treating family and household as the same.** Roommates are a household; a sister across town is family.
- **Calling the nuclear family the historical norm.** The extended family has dominated across history and much of the world.
- **Saying polyandry is the common form of polygamy.** Polygyny is far more common; polyandry is rare.
- **Swapping endogamy and exogamy.** Endogamy is within a group; exogamy is outside it.

- **Crediting "incomplete institution" first to cohabitation.** Cherlin coined it in 1978 for remarriage and stepfamilies.

Chapter 12 self-test · six items

1. Your married brother who lives across the country is part of your:

A. Family and also your household
B. Neither family nor household
C. Household but not your family
D. Family but not your household

D. Family but not your household Households are counted by shared dwelling.

2. A society that traces descent through both parents is:

A. Neolocal
B. Matrilineal
C. Bilateral
D. Patrilineal

C. Bilateral Common in North America and Europe.

3. A person who marries, divorces and remarries several times practices:

A. Repeated polygyny
B. Serial monogamy
C. Polyandry
D. Group marriage

B. Serial monogamy One spouse at a time across several unions.

4. Most people meet partners at school, work or worship. This reflects:

A. Propinquity
B. Matrilocality
C. Polyandry
D. Exogamy

A. Propinquity We partner with those we are near.

5. Which theorist tied the monogamous family to securing heirs for private property?

A. Ernest Burgess
B. Talcott Parsons
C. Friedrich Engels
D. George Murdock

C. Friedrich Engels A conflict account of the family.

6. Why do sociologists prefer the refined divorce rate?

A. It ignores divorces in very large cities
B. It counts only married women, the people at risk
C. It counts every person in the whole population
D. It is reported only once each ten years

B. It counts only married women, the people at risk The crude rate divides by everyone.

CHAPTER 13

Social Institutions

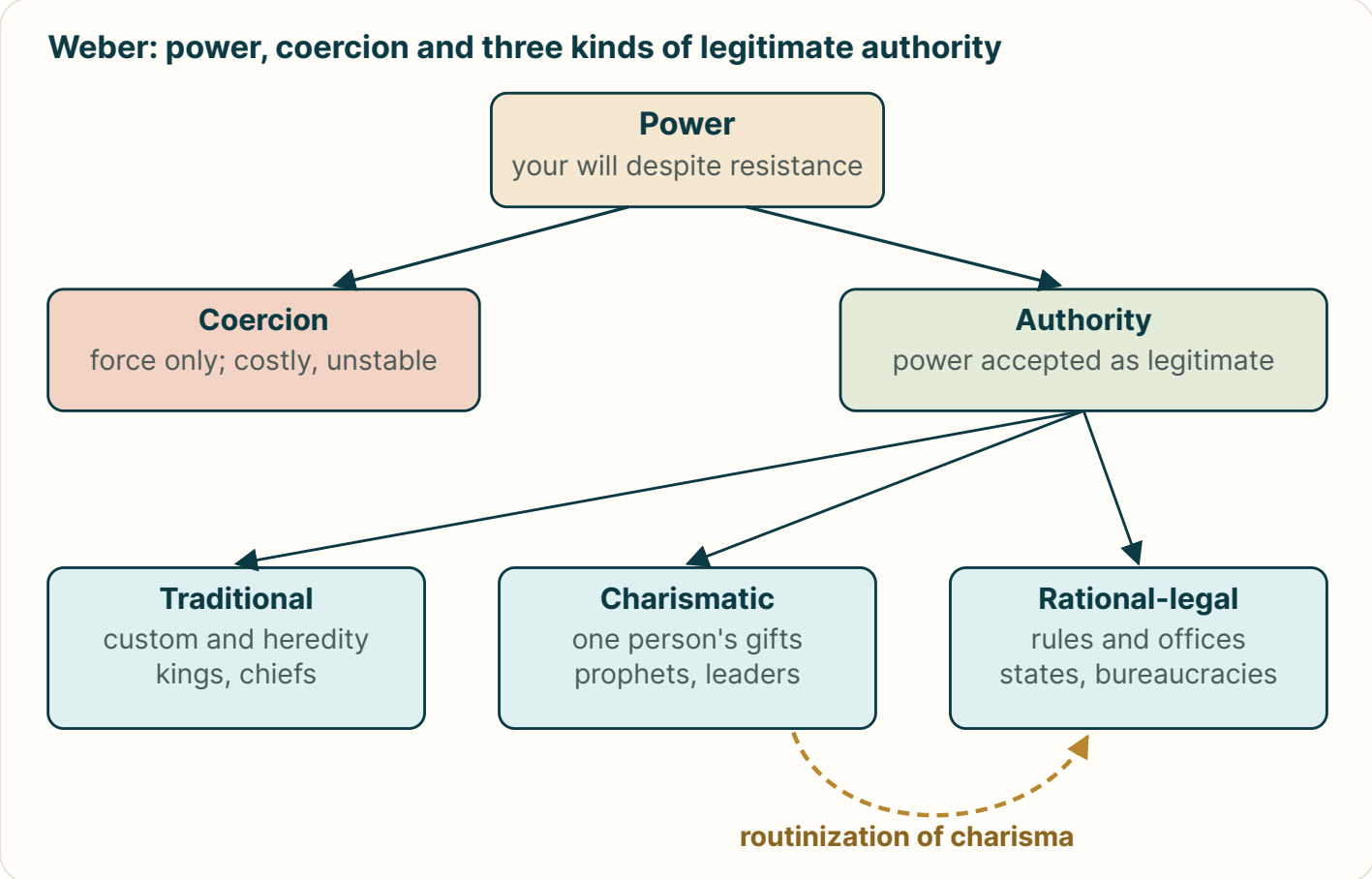
Read it in full: **Chapter 13 in the textbook**. Practice it in the lab: **Inside the Schoolhouse** and **The Three Faces of Authority**.

What to know

Education has **manifest** and **latent functions**, a **hidden curriculum** and **tracking** that can reproduce inequality. Durkheim's **sacred** and **profane** and **collective effervescence**; Marx's opium; Weber's Protestant ethic. Forms: **ecclesia**, **church**, **sect**, **cult**; **secularization** is uneven.

Capitalism, **socialism** and the **mixed economy**; work moved from primary to secondary to tertiary sectors, with deindustrialization, the gig economy and **alienation**.

Weber: **power** versus **authority**; **traditional**, **charismatic** and **rational-legal** authority, with the **routinization of charisma**. Mills's **power elite** versus pluralism. **Medicalization** (Zola, Conrad) and Parsons's **sick role**: two rights and two obligations.



Power and its three legitimate forms. Coercion works only while the threat lasts. Authority is obeyed willingly, and Weber traced its legitimacy to tradition, charisma or rational-legal rules.

LOCK THESE IN

- Manifest functions are intended; latent functions are unintended (Merton).
- Hidden curriculum: punctuality, obedience, competition. Tracking can reproduce inequality.
- Durkheim: sacred versus profane, collective effervescence; society worships itself.
- Marx: opium of the people. Weber: Protestant ethic.
- Ecclesia, church, sect, cult; secularization is uneven.
- Capitalism, socialism, mixed economy; primary, secondary, tertiary sectors.
- Weber: traditional, charismatic, rational-legal; routinization of charisma.
- Sick role: two rights, two obligations; medicalization (Zola 1972, Conrad).

Key terms and comparisons: Weber's three types of authority

Type	Source of legitimacy	Example	Weak point
Traditional	Custom, heredity, "always done this way"	Kings, queens, tribal chiefs	Struggles to justify change
Charismatic	Extraordinary qualities of one person	Prophets, revolutionaries, movement leaders	Dies with the leader unless routinized
Rational-legal	Impersonal rules, laws and offices	Modern states, elected officials, bureaucracies	Can feel cold and rigid

Worked case

CASE 13 · NAME THE AUTHORITY

Classify three fictional leaders.

STEP 1 · A QUEEN OBEYED BECAUSE HER FAMILY HAS RULED FOR NINE GENERATIONS

Custom and heredity: **traditional** authority.

STEP 2 · A PREACHER WHOSE FOLLOWERS WOULD DO ANYTHING SHE ASKS BECAUSE OF HER PERSONAL GIFTS

Extraordinary personal qualities: **charismatic** authority.

STEP 3 · A CITY MANAGER OBEYED BECAUSE THE CHARTER GIVES THE OFFICE THAT POWER

Impersonal rules and offices: **rational-legal** authority.

STEP 4 · WHAT HAPPENS WHEN THE PREACHER DIES?

Unless her movement converts her magnetism into offices and rules (**routinization of charisma**), it fades with her.

CONTRAST

A warlord obeyed only at gunpoint has power by **coercion**, not authority.

TRAPS PEOPLE FALL INTO

- **Swapping manifest and latent functions of school.** Teaching is manifest; matchmaking and child supervision are latent.
- **Thinking the hidden curriculum is a secret plan.** It is the unannounced lessons in norms, not a written conspiracy.
- **Saying Durkheim asked whether God exists.** He asked what religion does socially.
- **Reversing Marx and Weber on religion.** Marx: opium that legitimates inequality. Weber: ideas that can drive change.
- **Swapping sect and cult.** A sect breaks away from an established church; a cult is new and unconventional.

Chapter 13 self-test · six items

1. Teachers expecting a student to "bloom" and that student then doing better illustrates:

A. The hidden curriculum
B. A self-fulfilling prophecy
C. The sick role in school
D. Collective effervescence

B. A self-fulfilling prophecy Expectations can manufacture outcomes.

2. For Durkheim, the sacred is defined by:

A. The rulings of a nation's highest court
B. The market price the object would fetch
C. The physical properties of the object itself
D. The shared attitude a community takes toward it

D. The shared attitude a community takes toward it Nothing is sacred in itself.

3. A state religion into which nearly everyone is born is a(n):

A. Sect
B. Denomination
C. Ecclesia
D. Cult

C. Ecclesia It is fused with the state.

4. Which sector dominates a post-industrial economy?

A. The tertiary sector of services and information
B. The informal sector of street vending
C. The primary sector of farming and mining
D. The secondary sector of factory production

A. The tertiary sector of services and information Daniel Bell analyzed this shift.

5. A movement founded by a magnetic prophet sets up written rules and offices so it can outlast her. Weber called this:

A. Traditional authority
B. Rational-legal oligarchy
C. Secularization of a sect
D. Routinization of charisma

D. Routinization of charisma Charisma must be routinized or it dies with the leader.

6. Treating restlessness in children as a medical disorder is an example of:

A. Tracking
B. Medicalization
C. Secularization
D. Alienation

B. Medicalization More of life comes under medical authority.

CHAPTER 14

Social Change and Movements

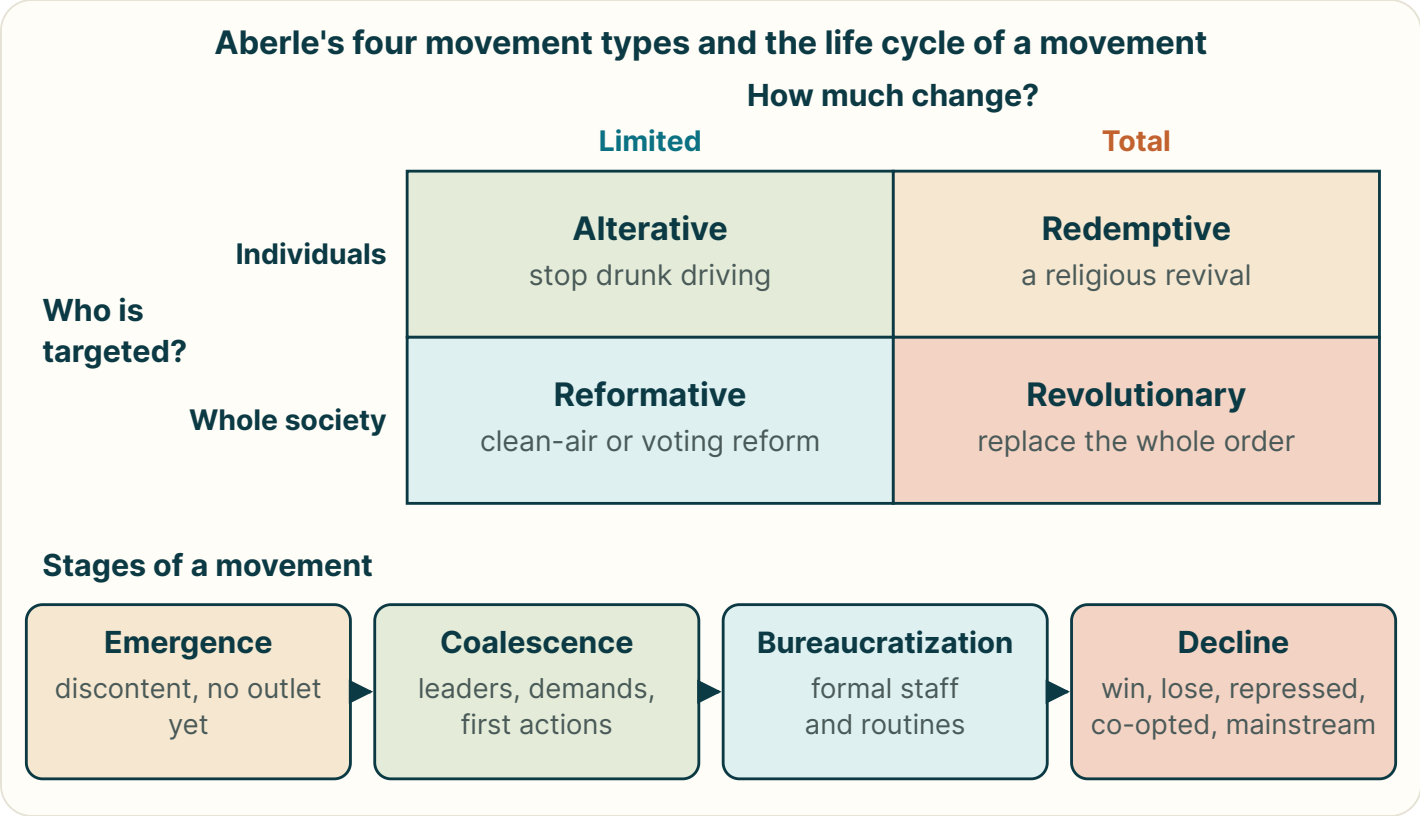
Read it in full: **Chapter 14 in the textbook**. Practice it in the lab: **Crowds, Mobs, and Mass Behavior** and **The Life Cycle of a Movement**.

What to know

Collective behavior is spontaneous and loosely structured. Blumer's crowds: casual, conventional, expressive, acting; a violent acting crowd is a **mob**. Theories: **contagion** (Le Bon), **convergence** and **emergent-norm** (Turner and Killian). **Mass behavior** includes rumor, fads and panics.

A **social movement** is organized and sustained. Aberle's types: alterative, redemptive, reformative, revolutionary. Stages: emergence, coalescence, bureaucratization, decline. Theories: **relative deprivation**, **resource mobilization**, **framing**, **new social movements**.

Change comes from technology (**cultural lag**), population (the **demographic transition**; Malthus) and the environment. **Modernization** runs from Gemeinschaft to Gesellschaft and toward rationalization; **globalization** is read as integration, exploitation or new identity, and as McDonaldization or **glocalization**.



Types and stages of movements. Aberle asks how much change and whom it targets. Every movement then moves through emergence, coalescence and bureaucratization toward a decline that may be a victory.

LOCK THESE IN

- Collective behavior is spontaneous and loosely structured; Park named it, Blumer framed it.
- Crowds: casual, conventional, expressive, acting; a violent acting crowd is a mob.
- Contagion (Le Bon), convergence, emergent-norm (Turner and Killian, best supported).
- Aberle: alterative, redemptive, reformative, revolutionary.
- Stages: emergence, coalescence, bureaucratization, decline; decline can mean success.
- Relative deprivation, resource mobilization (McCarthy and Zald), framing (Snow and Benford), new social movements.
- Cultural lag (Ogburn); demographic transition; Malthus underrated technology.
- Modernization (Rostow) versus dependency (Frank) and world-systems (Wallerstein); globalization read three ways.

Key terms and comparisons: Aberle's four movement types

Type	How much change	Who is targeted	Example
Alterative	Limited	Specific individuals	Anti-drunk-driving campaigns
Redemptive	Total	Specific individuals	A religious revival movement
Reformative	Limited	Whole society	Environmental or voting-rights reform
Revolutionary	Total	Whole society	Movements to replace the political order

Worked case

CASE 14 · WHICH CROWD, WHICH THEORY?

After a fictional championship win, fans pour into downtown. Most celebrate; a few blocks over, a group overturns a car.

STEP 1 · THE CELEBRATING FANS

Emotional release is the point: an **expressive** crowd.

STEP 2 · THE GROUP OVERTURNING THE CAR

An acting crowd turned destructive toward a target: a **mob**.

STEP 3 · PICK A THEORY

On the celebrating street, people improvised a rule ("we honk and cheer"); on the other block, a different norm emerged ("smash something"). Different norms from the same event fit **emergent-norm theory**.

COMPARE

Contagion would call both crowds mindless; convergence would say each group brought its tendencies with it.

TRAPS PEOPLE FALL INTO

- **Picturing crowds as mindless herds.** McPhail and emergent-norm research show reasoning people making new rules.
- **Calling every acting crowd a mob.** A mob is an acting crowd turned violent toward a target.
- **Swapping contagion and convergence.** Contagion: the crowd creates the behavior. Convergence: members bring it.
- **Treating a crowd as a movement.** Movements are organized and sustained; crowds disperse.
- **Swapping alterative and reformative.** Alterative targets individuals; reformative targets the whole society, both with limited change.

Chapter 14 self-test · six items

1. Le Bon's view that crowds lose self-control through anonymity is:

A. Emergent-norm theory
B. Convergence theory
C. Contagion theory
D. Framing theory

C. Contagion theory It is the least supported by later research.

2. People at a concert sharing emotional release form a(n):

A. Acting crowd
B. Expressive crowd
C. Casual crowd
D. Conventional mob

B. Expressive crowd Emotional release is the point.

3. A movement seeking limited change across a whole society is, in Aberle's terms:

A. Reformative
B. Revolutionary
C. Redemptive
D. Alterative

A. Reformative Limited change, whole society.

4. Movements focused on identity and quality of life, such as environmental and LGBTQ movements, are explained by:

A. Contagion theory
B. Modernization theory
C. Relative deprivation theory
D. New social movement theory

D. New social movement theory They seek recognition and values more than wages.

5. Why did Malthus's prediction of catastrophe not come true?

A. He underrated technology and falling fertility
B. Population stopped growing after his death
C. Death rates rose sharply in every nation
D. Food supply never grew at all after his time

A. He underrated technology and falling fertility Food production rose and births fell.

6. Weber's term for the draining of mystery and the sacred from modern life is:

A. Normlessness
B. Glocalization
C. Disenchantment
D. Cultural lag

C. Disenchantment He admired rationalization's efficiency but mourned this loss.

ONE PAGE

Cram sheet

Every thinker and term in the course, sorted by topic. Cover the right column and rebuild each row. If a row will not come back, go to that chapter's exam guide.

Founders and paradigms

Name or term	Idea	Remember
Comte	Coined "sociology"; positivism	1830s
Durkheim	Social facts, solidarity, anomie, sacred and profane	*Suicide* (1897)
Marx	Class conflict, surplus value, alienation, false consciousness	Conflict theory
Weber	Verstehen, rationalization, bureaucracy, authority, value neutrality	Class, status, power
Mills (1959)	Sociological imagination; power elite	Troubles versus issues
Merton	Manifest, latent, dysfunction; strain; self-fulfilling prophecy	Also role set, reference group
Functionalism; conflict	Macro: stability; who benefits	Parsons; Du Bois
Interactionism	Micro: meaning in interaction	Mead, Cooley, Blumer, Goffman

Methods and ethics

Term	Meaning	Remember
Independent; dependent variable	Presumed cause; outcome	Operationalize both
Representative sample	Miniature of the population	Earns generalizability
Reliability; validity	Consistency; accuracy	Field work high validity
Experiment	Random assignment, control group	Shows causation
Hawthorne effect	Change because watched	Secondary data avoids it
Belmont Report	Respect, beneficence, justice	After Tuskegee; IRB

Culture, society and the self

Name or term	Idea	Remember
Sumner	Folkways, mores, taboos; in-group and out-group	Ethnocentrism
Sapir-Whorf	Language shapes thought	Soft version supported
Ogburn	Cultural lag	Rules trail technology
Lenski	Subsistence technology	Surplus brings inequality
Thomas theorem	Defined as real, real in consequences	Berger and Luckmann
Goffman	Dramaturgy, total institution, stigma	Front and back stage
Cooley; Mead	Looking-glass self; I and Me, stages	Generalized other
Van Gennep	Rite of passage	Separation, transition, incorporation

Groups and deviance

Name or term	Idea	Remember
Simmel	Dyad and triad	Tertius gaudens
Asch; Milgram	Conformity; obedience	About 1/3; about 65%
Etzioni	Utilitarian, normative, coercive	Pay, cause, force
Michels; Ritzer	Iron law of oligarchy; McDonaldization	Efficiency, calculability, predictability, control
Merton's adaptations	Conformity, innovation, ritualism, retreatism, rebellion	Goals versus means
Becker; Lemert	Labeling; primary and secondary deviance	Reaction creates the career
Sutherland	White-collar crime	Costs most
Crime measures	UCR/NIBRS, NCVS, self-report	Dark figure

Inequality

Name or term	Idea	Remember
Davis-Moore; Tumin	Inequality is functional; ascription blocks it	1945
Bourdieu	Cultural capital	Advantage as merit
Orshansky	Poverty line: food budget times 3	SPM refines it
Rostow; Frank; Wallerstein	Modernization; dependency; world-systems	Core and periphery
Pearce; Hochschild	Feminization of poverty; second shift	Women and children
Wirth; Omi and Winant	Minority group; racial formation	Power, not numbers
Allport; Gans; Crenshaw	Contact hypothesis; symbolic ethnicity; intersectionality	Merton's prejudice grid
Gender	Pay gap about 81 to 84 cents; glass ceiling and escalator	Kinsey 0 to 6

Institutions and change

Name or term	Idea	Remember
Family	Orientation, procreation; nuclear, extended	Bilateral, neolocal, egalitarian
Cherlin; Burgess	Incomplete institution; unity of personalities	Remarriage first
Religion	Ecclesia, church, sect, cult	Secularization uneven
Authority (Weber)	Traditional, charismatic, rational-legal	Routinization of charisma
Parsons	Sick role; instrumental and expressive roles	Two rights, two obligations
Crowds (Blumer)	Casual, conventional, expressive, acting	Contagion, convergence, emergent norm
Aberle	Alterative, redemptive, reformative, revolutionary	Emergence to decline
Movement theories	Relative deprivation, resource mobilization, framing, new social movements	Grievance is not enough
Change	Cultural lag, demographic transition, environment	Malthus; glocalization

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