

## Mid-term Exam 1 Key

Duration: 50 minutes

Nature: Total of 50 items (39 multiple-choice questions, 11 true/false questions)

The questions are designed to:

- either assess your ability to remember or recall basic and foundational pieces of knowledge related to the course;
- or assess your ability to think critically about the subject.

Please read each question carefully before reading the answer options.

Be aware that some questions may seem to have more than one right answer, but you are to look for the one that makes the most sense and is the most correct.

When you have a clear idea of the question, find your answer and mark your selection on the answer sheet.

Please do not make any marks on this exam.

**The correct answers are highlighted in green**

- 1) Who was the first person to propose that the scientific method could be applied to the study of social life?  
a) Karl Marx  
**b) Auguste Comte**  
c) Emile Durkheim  
d) Max Weber
- 2) What are sociologists encouraged to practice to understand people from a framework of their own culture?  
**a) Cultural relativism**  
b) Cultural diffusion  
c) Cultural leveling  
d) Ethnocentrism
- 3) Actions intended to have beneficial consequences are \_\_\_\_\_.  
a) correct functions  
b) dysfunctions  
**c) manifest functions**  
d) latent functions
- 4) In contrast to Marx's view on social change, Max Weber makes the argument:  
**a) Government and politics are the main source of social change.**  
**b) religious beliefs are the main source of social change**  
c) Education provides the main force for social change.  
d) Economics are the central force of social change.

# Sociology Midterm Exam Answers

**Beth B. Hess**

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the author's name.

## **Sociology Midterm Exam Answers:**

**Handbook of Teaching and Learning in Sociology** Sergio A. Cabrera, Stephen Sweet, 2023-01-20 Showcasing advanced research from over 30 expert sociologists this dynamic Handbook explores a wide range of cutting edge developments in scholarship on teaching and learning in sociology It presents instructors with a comprehensive companion on how to achieve excellence in teaching both in individual courses and across the undergraduate sociology curriculum

**Sociology** George J. Bryjak, Michael P. Soroka, 1996-07      **Sociology, the Human Science** Elbert W. Stewart, 1978

A Teacher Between Worlds Lillian Cui Garcia, 2019-09-03 This is a collection of essays I've written through the years reflecting on my teaching journey in a northern Canadian community college They are interwoven with memories about my earlier Alberta government researcher's job and my first teaching experience in Cebu Philippines Also intertwined with them are remembrances of my family friends colleagues and benefactors It is a social history memoir that touches on a number of contemporary Canadian Native Peoples and Philippine history It's an invitation for teachers and newcomers in a place to reflect on their own comparable journeys while walking with me through my experiences integrating my minority status as a woman of colour in the academic world and the Canadian cultural mosaic where I sought and found acceptance respect and even affection My observations about teaching family friendship the arts health concerns majority and minority relations and transformation resonate with the abiding belief of social scientists in humankind's oneness in mind and spirit They are timely reminders that in an increasingly fractious world we are better off engaging with each other grounding ourselves in honesty civility and compassion as we share space and help navigate this magnificent boat called Earth      Coaching Students with

Executive Skills Deficits Peg Dawson, Richard Guare, 2012-02-09 This practical manual presents an evidence based coaching model for helping students whose academic performance is suffering due to deficits in executive skills including time and task management planning organization impulse control and emotional regulation In just a few minutes a day coaches can provide crucial support and instruction tailored to individual students' needs From leading experts the book provides detailed guidelines for incorporating coaching into a response to intervention framework identifying students who can benefit conducting each session and monitoring progress Special topics include how to implement a classwide peer coaching program More than three dozen reproducible assessment tools forms and handouts are featured the large size format and lay flat binding facilitate photocopying Purchasers also get access to a Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series      **Applied Social Science**

**Methodology** John Gerring, Dino Christenson, 2017-04-27 An innovative textbook introducing a variety of social science methodologies applicable to a range of social and political science disciplines      *Sociology* Beth B. Hess, 1991 Distinctive Features of Sociology Fifth Edition Sociology Fifth Edition retains a number of highly praised features from previous editions which set it apart from other texts All are designed to make the text as user friendly as possible Chapter Outlines Chapter

Openers Marginal Definitions Social Policy Issues Sociologists at Work Boxed Material Summaries Suggested Reading  
 Colorful Illustrations Photographs Graphs Charts and Tables Recent Sociological Studies and Research Inclusive Treatment  
 of Gender Race and Social Class A Global Outlook A Balance Theoretical Approach Writing Style Appendix     **Social  
 Differentiation And Social Inequality** James N Baron, David B Grusky, Donald Treiman, 2019-07-11 The essays included in  
 this volume honor a truly gifted teacher and sociologist John C Pock After a brief stint at the University of Illinois Pock moved  
 in 1955 to Reed College a highly regarded but very small liberal arts institution roughly 1 000 students located in Portland  
 Oregon Pock has spent the rest of his career to date there During his forty year tenure at Reed College the sociology  
 department usually had only two faculty members Even so during this period as many as 104 students graduated with majors  
 in sociology and 69 established professional careers as sociologists A listing which is assuredly incomplete of Reed students  
 during Pock s tenure who went on to professional careers in sociology is presented in an appendix to this volume Many of  
 these sociologists have been extremely successful and influential within the discipline Reed sociologists have taught or are  
 teaching at the University of California at Berkeley the University of Chicago Columbia Cornell Duke Michigan Northwestern  
 Stanford UCLA Wisconsin and other leading U S academic departments Others have been employed as researchers in such  
 prominent institutions within and outside the United States as RAND the National Academy of Sciences the National Opinion  
 Research Center the East West Center the U S Census Bureau and Bureau of Labor Statistics the Sloan Foundation and the  
 Australian National University     **Chicano/a & Latino/a Studies in Sociology**, 2003     Necessary Trouble Drew Gilpin  
 Faust, 2023-08-22 AN INSTANT NEW YORK TIMES BESTSELLER A memoir of coming of age in a conservative Southern  
 family in postwar America To grow up in the 1950s was to enter a world of polarized national alliances nuclear threat and  
 destabilized social hierarchies Two world wars and the depression that connected them had unleashed a torrent of  
 expectations and dissatisfactions not only in global affairs but in American society and Americans lives A privileged white girl  
 in conservative segregated Virginia was expected to adopt a willful blindness to the inequities of race and the constraints of  
 gender For Drew Gilpin the acceptance of both female subordination and racial hierarchy proved intolerable and galvanizing  
 Urged to become well adjusted and to fill the role of a poised young lady that her upbringing imposed she found resistance  
 was necessary for her survival During the 1960s through her love of learning and her active engagement in the civil rights  
 student and antiwar movements Drew forged a path of her own one that would eventually lead her to become a historian of  
 the very conflicts that were instrumental in shaping the world she grew up in Culminating in the upheavals of 1968  
 Necessary Trouble captures a time of rapid change and fierce reaction in one young woman s life tracing the transformations  
 and aftershocks that we continue to grapple with today Includes black and white images     **Passing on Sociology** Charles  
 A. Goldsmit, Everett Wilson, 1980     *Visual Sociology* Diana Papademas, 2002     **Syllabi and Instructional Materials for  
 the Sociology of Religion** Madeleine Cousineau, 1998     *Classroom Assessment Techniques* Thomas A. Angelo, Todd D.

Zakrajsek,2024-06-26 Classroom Assessment Techniques Formative Feedback Tools for College and University Teachers A practical research based handbook for using assessment to improve learning This completely revised and updated third edition of Classroom Assessment Techniques provides a research based engaging guide to assessing student learning where it matters most at course and classroom levels Informed by the latest international educational research and 30 years of classroom assessment practice this practical handbook is designed for postsecondary teachers from all disciplines faculty and academic developers and assessment professionals It offers field tested guidance tools and advice for planning designing and implementing formative assessment in face to face hybrid and fully online classrooms analyzing resulting data and using that data to improve student learning Classroom Assessment Techniques 3rd Edition is a practical clearly written handbook for busy professionals It contains a wealth of useful resources including 50 plus CATs classroom assessment techniques flexible formative assessment tools easily adaptable for use in a wide range of disciplines and contexts Case studies and examples illustrating how college and university faculty have applied these techniques to improve learning A new Course Learning Outcomes Inventory CLOI a self assessment tool for identifying and prioritizing the most relevant learning outcomes to assess The original Teaching Goals Inventory TGI which offers an alternate teaching focused approach to setting assessment priorities Multiple ways to quickly find the most appropriate tool CATs are indexed by discipline examples Bloom s Taxonomy Biggs and Tang s SOLO Taxonomy the CLOI and the TGI Brief chapters explaining what formative assessment is how it can improve student learning how to gather and provide formative feedback how to link classroom assessment with broader other assessment efforts and how to collaborate with students and colleagues Each CAT provides a brief self contained recipe including a description steps for implementation dos and don ts and relevant references *Cultivating the Sociological Imagination* James Ostrow,Sandra Enos,Garry Hesser,2023-07-03 The editors and authors of this book seventh in the Service Learning in the Disciplines Series bring their own sociological wisdom and imagination to demonstrate how service learning can effectively be used in the sociology curricula and in class exercises Discussions in the introduction and chapters along with appended syllabi provide ways in which such programs can be adopted in undergraduate sociology courses **Using Statistics in the Social Sciences** Colbert Rhodes,2000-01-01 Using Statistics in the Social Sciences introduces students to a wide range of statistical techniques requiring only basic arithmetic competency Exercises in the book itself or in the included diskette are emphasized to give students experience with real problems This text is unique in its inclusion of chapters on Bayesian statistics structural equation modeling and the philosophical foundations of statistics *The Designs of Academic Literacy* Michael Newman,2002-03-30 This qualitative multi case study of academic literacy is the first research to assume the premises of the Multiliteracies Project of the New London Group of literacy researchers It takes a multimodal view of literacy not limited to reading and writing and sets about to uncover the Design the flexible structuring of rules and principles that students and teachers both follow and create in college courses This Design takes the form of a game in which

students channel content from sources such as texts and lectures to assessments of various kinds. Students are then rewarded in the form of grades to the extent that the content they display matches the criteria the professor sets up. The students in this study had to determine which content would or would not match these criteria, which of six types of information: facts, concepts, connections, processes, principles, or metainformation (e.g., rhetorical patterns) were desired and how best to supply them. To move content from source to target, they used four operations. These include exposure, making themselves conscious of the information, extraction, a process of selecting information, manipulation, changing, or synthesizing information, and display, showing the information. Greater awareness of this Design led to greater success. Pedagogical implications of this model include establishing a more realistic curricula for academic literacy programs and educating professors to better match grading criteria with learning goals.

*The Advisor, Teacher-course Evaluation* University of Illinois at Urbana-Champaign. Student Senate, 1970      **The Advisor, Teacher-course Evaluation, 1970-71** University of Illinois at Urbana-Champaign. Student Senate, 1970      **The Hidden Curriculum—Faculty-Made Tests in Science** Sheila Tobias, Jacqueline Raphael, 2013-06-29. This resource manual for college level science instructors reevaluates the role of testing in their curricula and describes innovative techniques pioneered by other teachers. Part I examines the effects of the following on lower division courses: changes in exam content, format, and environment; revisions in grading practices; student response; colleague reaction; the sharing of new practices with other interested professionals; and more. The book includes a comprehensive introduction, faculty composed narratives, commentaries by well known science educators, and a visual index to 100 more refined innovations.

## Decoding **Sociology Midterm Exam Answers**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Sociology Midterm Exam Answers**," a mesmerizing literary creation penned by a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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