

In this revision of the test bank, I have updated all of the questions to reflect all of the changes in *Society: The Basics*, 12th edition. There is also a new system for identifying the difficulty of the questions. In earlier editions, the questions were tagged in one of three ways: factual (rote memorization), conceptual (dealing with key concepts), and applied (application of sociological knowledge to a situation). In this revision, the questions are now tagged according to the six levels of learning that help organize the text. Think of these six levels as moving from lower-level to higher-level cognitive reasoning. The six levels are:

REMEMBER: a question involving recall of key terms or factual material

UNDERSTAND: a question testing comprehension of more complex ideas

APPLY: a question applying sociological knowledge to some new situation

ANALYZE: a question requiring identifying elements of an argument and their interrelationship

EVALUATE: a question requiring critical assessment

CREATE: a question requiring the generation of new ideas

The **104 questions** in this chapter's test bank are divided into four types of questions.

True/False questions are the least demanding. As the table below indicates, almost all of these questions fall within the two lowest levels of cognitive reasoning ("Remember" and "Understand"). **Multiple-choice questions** also fall primarily within the lowest levels of cognitive reasoning, although these questions span a broader range of skills and are somewhat more demanding. **Short answer questions** also span a broad range of skills (from "Understand" to "Evaluate"). Finally, **essay questions** are the most demanding, with almost 90% at the three highest levels of cognitive reasoning ("Analyze," "Evaluate," and "Create").

Types of Questions

Easy to Difficult Level of Difficulty

	True/False	Mult Choice	Short Answer	Essay	Total Qs
Remember	27 (84%)	34 (65%)	0	0	61
Understand	5 (16%)	14 (29%)	8 (62%)	0	27
Apply	0	2 (4%)	1 (8%)	0	3
Analyze	0	1 (2%)	2 (15%)	5 (62.5%)	8
Evaluate	0	0	2 (15%)	2 (25%)	4
Create	0	0	0	1 (12.5%)	1
	32	51	13	8	104

CHAPTER 3: SOCIALIZATION : FROM INFANCY TO OLD AGE

TRUE/FALSE QUESTIONS

1. The tragic case of Anna shows that without adequate nutrition a human being cannot develop a personality or self.
(REMEMBER; answer: F; pages 64-66)
2. Even years of social isolation during infancy in humans does not cause permanent and irreversible developmental damage.
(REMEMBER; answer: F; pages 64-66)
3. Psychologist John B. Watson claimed that specific patterns of human behavior are not instinctive, but learned.
(REMEMBER; answer: T; page 65)
4. The Harlow studies found that six months of social isolation was sufficient to permanently damage infant rhesus monkeys.
(REMEMBER; answer: T; page 65)
5. What we know about the later lives of socially isolated children supports the findings of the Harlow's research.
(UNDERSTAND; answer: T; page 66)
6. The "id" in Freud's work represents the human being's basic drives, which are unconscious and demand immediate satisfaction.
(REMEMBER; answer: T; page 66)
7. The "ego" in Freud's model of personality is the same as "conscience."
(REMEMBER; answer: F; page 66)
8. In Freud's model of personality, the superego manages the opposing forces of the id and the ego.
(REMEMBER; answer: F; pages 66-67)
9. According to Jean Piaget, language and other symbols were first used in the preoperational stage.
(REMEMBER; answer: T; page 67)
10. Lawrence Kohlberg claims that individuals develop the capacity for moral reasoning in stages as they grow older.
(REMEMBER; answer: T; page 68)
11. According to Carol Gilligan, boys judge behavior with an eye toward what the actions means for personal relationships.
(REMEMBER; answer: F; page 68)

12. While many researchers have studied outward behavior, George Herbert Mead focused on symbolic meaning—specifically the meaning people attach to behavior.
(REMEMBER; answer: T; page 69)
13. George Herbert Mead used the concept “the looking-glass self” to refer to significant people in our lives.
(REMEMBER; answer: F; page 69)
14. Mead’s theory of the self is completely social; he did not recognize a biological element in personality development.
(UNDERSTAND; answer: T; page 70)
15. Mead’s concepts of the “I” and the “me” are close parallels of Freud’s concepts of the id and the superego.
(UNDERSTAND; answer: F; page 70)
16. Erik H. Erikson emphasized that almost all important socialization takes place during childhood.
(REMEMBER; answer: F; page 71)
17. Of all social institutions, the family has the greatest impact on socialization.
(REMEMBER; answer: T; page 71)
18. Parents of all social classes have many of the same expectations of their children.
(REMEMBER; answer: F; pages 71-72)
19. Schools provide most children with their first experience of bureaucracy.
(REMEMBER; answer: T; page 73)
20. During adolescence, the family’s influence on children virtually ceases.
(REMEMBER; answer: F; page 73)
21. Members of a peer group share common interests, social position, and a similar age.
(REMEMBER; answer: T; page 73)
22. Anticipatory socialization refers to trying to avoid unpleasant social experiences.
(REMEMBER; answer: F; page 73)
23. During the last century, the mass media have had a declining influence on people in the United States.
(REMEMBER; answer: F; page 74)
24. U.S. school children spend about as much time in front of a television as they do at school or interacting with their parents.
(REMEMBER; answer: T; page 74)

25. Childhood and other stages of the life course are defined similarly in all societies.
(UNDERSTAND; answer: F; pages 75-76)
26. In the United States, old age is generally thought to begin at about the age of sixty-five.
(REMEMBER; answer: T; page 77)
27. Industrialization brings with it a rise in the social standing of older people.
(REMEMBER; answer: F; page 78)
28. Ageism tends to be a problem in industrialized societies.
(REMEMBER; answer: T; page 79)
29. According to Kübler-Ross, a person first reacts to the prospect of dying with denial.
(REMEMBER; answer: T; page 80)
30. A cohort is a category of people who have something important in common, usually their age.
(REMEMBER; answer: T; page 80)
31. A college is a good example of a total institution.
(UNDERSTAND; answer: F; page 80)
32. Total institutions operate with the goal of resocializing inmates.
(REMEMBER; answer: T; page 80)

MULTIPLE-CHOICE QUESTIONS

33. The tragic case of Anna, the isolated girl who was studied by Kingsley Davis, shows that
- a. humans have most of the same instincts found in other animal species.
 - b. without social experience, a child is not able to act or communicate in a meaningful way.
 - c. personality is present in humans at birth.
 - d. early socialization is not critical to personality development.
- (REMEMBER; answer: b; page 64)
34. What concept refers to the lifelong social experience by which human beings develop their potential and learn culture?
- a. socialization
 - b. personality
 - c. human nature
 - d. behaviorism
- (REMEMBER; answer: a; page 64)

35. What concept refers to a person's fairly consistent patterns of acting, thinking, and feeling?
- a. socialization
 - b. behavior
 - c. human nature
 - d. personality

(REMEMBER; answer: d; page 64)

36. The social sciences, including sociology, make the claim that
- a. humans have instincts that guide our lives.
 - b. biological forces underlie human culture.
 - c. as humans, to nurture is our nature.
 - d. Darwin's model of biological evolution explains the patterns of human culture.

(REMEMBER; answer: c; page 65)

37. Which theory, developed by the psychologist John B. Watson, claims that human behavior is not instinctive but learned within a social environment?
- a. behaviorism
 - b. biological psychology
 - c. evolutionary psychology
 - d. naturalism

(REMEMBER; answer: a; page 65)

38. In the nature versus nurture debate, sociologists claim that
- a. nature is far more important than nurture.
 - b. nurture is far more important than nature.
 - c. nature and nurture have equal importance.
 - d. neither nature nor nurture creates the essence of our humanity.

(UNDERSTAND; answer: b; page 65)

39. The Harlow experiments to discover the effects of social isolation on rhesus monkeys showed that
- a. monkeys isolated for six months were highly fearful when they were returned to their group.
 - b. isolated monkeys able to cling to terry cloth, artificial mothers developed normally.
 - c. even several days of social isolation permanently damaged infant monkeys.
 - d. All of these responses are correct.

(UNDERSTAND; answer: a; page 65)

40. Based on the Harlows' research with rhesus monkeys and the case of Anna, the isolated child, one might reasonably conclude that
- a. the two species react differently to social isolation.
 - b. both monkeys and humans "bounce back" from long-term isolation.
 - c. even a few days of social isolation permanently damages both monkeys and humans.
 - d. long-term social isolation leads to permanent developmental damage in both monkeys and humans.

(UNDERSTAND; answer: d; pages 65-66)

41. If you were to summarize the lesson learned from the case of Anna, you would correctly conclude that
- a. social experience plays a crucial part in forming human personality.
 - b. both social experience and the presence of the birth mother are crucial to early development.
 - c. the effect of long-term social isolation can be overcome in a relatively short time.
 - d. All of these are correct.

(UNDERSTAND; answer: a; page 66)

42. Our basic drives or needs as humans are reflected in Freud's concept of the
- a. superego.
 - b. ego.
 - c. id.
 - d. me.

(REMEMBER; answer: c; page 66)

43. In Freud's model of personality, which element of the personality represents a person's efforts to balance the demands of society and innate pleasure-seeking drives?
- a. id
 - b. ego
 - c. superego
 - d. generalized other

(REMEMBER; answer: b; page 66)

44. In Freud's model of personality, what represents the presence of culture within the individual?
- a. id
 - b. ego
 - c. superego
 - d. thanatos

(REMEMBER; answer: c; pages 66-67)

45. Applying Freud's thinking to a sociological analysis of personality development, you would conclude that
- a. human behavior is basically random.
 - b. humans have basic, self-centered drives that must be controlled by learning the ways of society.
 - c. societies encourage people to become self-centered.
 - d. humans can never become cultural creatures.

(APPLY; answer: b; page 67)

46. Jean Piaget's focus was on
- a. how children develop their motor skills.
 - b. how children are stimulated by their environment.
 - c. the role of heredity in shaping human behavior.
 - d. cognition, or how people think and understand.

(REMEMBER; answer: d; page 67)

47. According to Piaget, in what stage of human development do individuals experience the world only through sensory contact?
- a. sensorimotor stage
 - b. preoperational stage
 - c. concrete operational stage
 - d. formal operational stage

(REMEMBER; answer: a; page 67)

48. For Jean Piaget, at which stage of development do individuals first use language and other cultural symbols?
- a. sensorimotor stage
 - b. preoperational stage
 - c. concrete operational stage
 - d. formal operational stage

(REMEMBER; answer: b; page 67)

49. The focus of Lawrence Kohlberg's research was
- a. cognition.
 - b. the importance of gender in socialization.
 - c. moral reasoning.
 - d. death and dying.

(REMEMBER; answer: c; page 68)

50. Carol Gilligan set out to compare the moral development of girls and boys. Her research showed that
- a. girls and boys typically assess situations as right and wrong using different standards.
 - b. girls are more interested in right and wrong than boys are.
 - c. boys show more care and empathy in judging a moral situation than girls do.
 - d. the ability to assess situations as right and wrong typically develops only as young people enter the teenage years.

(REMEMBER; answer: a; page 68)

51. Ken judges situations with an eye toward personal relationships and loyalties. Ken is
- a. cursed with low self-esteem.
 - b. morally superior to all women.
 - c. operating under the justice perspective.
 - d. not a typical man.

(UNDERSTAND; answer: d; page 68)

52. George Herbert Mead considered the self to be
- a. the part of an individual's personality that is composed of self-awareness and self-image.
 - b. the presence of culture within the individual.
 - c. basic drives that are self-centered.
 - d. present in infants at the time of their birth.

(REMEMBER; answer: a; page 69)

53. Mead placed the origin of the self on
- a. biological drives.
 - b. genetics.
 - c. social experience.
 - d. the functioning of the brain.

(REMEMBER; answer: c; page 69)

54. According to Mead, social experience involves
- a. understanding the world in terms of our senses.
 - b. the exchange of symbols.
 - c. a mix of biological instinct and learning.
 - d. acting but not thinking.

(REMEMBER; answer: b; page 69)

55. By "taking the role of the other," Mead had in mind
- a. imagining a situation in terms of past experience.
 - b. recognizing that people have different views of most situations.
 - c. imagining a situation from another person's point of view.
 - d. trading self-centeredness for a focus on helping other people.

(REMEMBER; answer: c; page 69)

56. When Cooley used the concept of the “looking-glass self,” he claimed that
- a. people are self-centered.
 - b. people see themselves as they think others see them.
 - c. people see things only from their own point of view.
 - d. our actions are a reflection of our values.

(UNDERSTAND; answer: b; page 69)

57. According to Mead, children learn to take the role of the other as they model themselves on important people in their lives, such as parents. Mead referred to these people as
- a. role models.
 - b. looking-glass models.
 - c. significant others.
 - d. the generalized other.

(REMEMBER; answer: c; page 70)

58. In Mead’s model, which sequence correctly orders stages of the developing self?
- a. imitation, play, game, generalized other
 - b. imitation, generalized other, play, game
 - c. imitation, game, play, generalized other
 - d. imitation, generalized other, game, play

(REMEMBER; answer: a; page 70)

59. Mead used the concept “generalized other” to refer to
- a. individuals who play a role in the child’s life during a relatively short period.
 - b. a person who provides complete care for a child.
 - c. any “significant other.”
 - d. widespread cultural norms and values used in evaluating ourselves.

(REMEMBER; answer: d; page 70)

60. Which of the following statements comes closest to describing Erik H. Erikson’s view of socialization?
- a. Personality develops over the entire life course in patterned stages.
 - b. Personality involves tensions between the forces of biology and forces of culture.
 - c. We come to see ourselves as we think others see us.
 - d. Most of our personality development takes place in childhood.

(UNDERSTAND; answer: a; pages 70-71)

61. Critics of Erikson’s theory of personality development point out that
- a. not everyone confronts the stages in the exact order given by Erikson.
 - b. failing to meet the challenge of one stage of development may not mean failing at later challenges.
 - c. this process may unfold differently in other cultures or at other times in history.
 - d. All of these responses are correct.

(UNDERSTAND; answer: d; page 71)

62. Family is important to the socialization process because
- a. family members are often what Mead called “significant others.”
 - b. families pass along social identity to children in terms of class, ethnicity, and religion.
 - c. parents greatly affect a child’s sense of self.
 - d. All of these responses are correct.

(REMEMBER; answer: d; pages 71-72)

63. Thinking about how patterns of child-rearing vary by class, lower-class parents generally stress _____, while well-to-do parents typically stress _____.
- a. independence; protecting children
 - b. independence; dependence
 - c. obedience; creativity
 - d. creativity; obedience

(UNDERSTAND; answer: c; pages 71-72)

64. On the basis of Melvin Kohn’s study of what parents expect of their children, high-income parents are likely to be MOST concerned when their child
- a. is given a “tardy slip” for being late to school.
 - b. needs to be told what he should draw during free art time.
 - c. is labeled a “nonconformist.”
 - d. is said to have an “active imagination.”

(APPLY; answer: b; page 72)

65. One contribution of schooling to the socialization process that teaches about rules and schedules is
- a. exposing the child to a bureaucratic setting.
 - b. exposing the child to people of similar social backgrounds.
 - c. teaching children to be highly flexible and to express their individuality.
 - d. helping children break free of gender roles.

(REMEMBER; answer: a; page 73)

66. Which of the following is a lesson learned from the *hidden curriculum*?
- a. cooperation
 - b. math
 - c. reading
 - d. biology

(REMEMBER; answer: a; page 73)

67. The special importance of the peer group is the fact that it
- a. has a greater effect than parents on children’s long-term goals.
 - b. lets children escape the direct supervision of parents.
 - c. gives children experience in an impersonal setting.
 - d. All of these responses are correct.

(REMEMBER; answer: b; page 73)

68. When people model themselves after the members of peer groups they would like to join, they are engaging in a process that sociologists call
- group conformity.
 - future directedness.
 - anticipatory socialization.
 - group rejection.

(REMEMBER; answer: c; page 73)

69. In the historical perspective, the importance of the mass media to the socialization process has
- increased over time.
 - been about the same over the last century.
 - decreased over time.
 - never been very important.

(REMEMBER; answer: a; page 74)

70. The American Academy of Pediatrics recommends that
- households with children get rid of their TVs.
 - children begin watching TV when they are 6 months old.
 - children's television time be limited to two hours a day.
 - parents encourage children to play video games.

(REMEMBER; answer: c; page 75)

71. Looking at childhood in global perspective, we find that
- childhood is a time of play and learning everywhere.
 - rich societies extend childhood much longer than do poor societies.
 - poor societies extend childhood much longer than do rich societies.
 - biological immaturity is the main factor that defines childhood.

(REMEMBER; answer: b; page 76)

72. Based on what you have read in this chapter, how would sociologists explain the fact that many young people in the United States experience adolescence as a time of confusion?
- There are cultural inconsistencies in this stage when people are no longer children but not yet adults.
 - Hormones greatly affect adolescents as they mature.
 - Growth always involves change and change is confusing.
 - As children, they did not complete the stages of socialization in the proper order.

(ANALYZE; answer: a; page 77)

73. The period of life called "middle adulthood" typically involves
- life circumstances becoming more or less set.
 - an increased awareness of health issues.
 - children growing up and requiring less attention.
 - All of these responses are correct.

(REMEMBER; answer: d; page 77)

74. Industrial societies typically define people in old age as
- a. the most wise.
 - b. the most knowledgeable about current fashion and trends.
 - c. more out of touch and less socially important than younger adults.
 - d. having the highest social standing.

(REMEMBER; answer: c; pages 78-79)

75. Based on the text's survey of the life course, you might conclude that
- a. life-course stages are shaped by society and have nothing to do with biology.
 - b. life-course stages are similar throughout the world.
 - c. while life-course stages are linked to biology, they are largely a social construction.
 - d. life-course stages have changed little over recent centuries.

(UNDERSTAND; answer: c; page 80)

76. In her research, Elisabeth Kübler-Ross found that death
- a. is defined similarly in every society.
 - b. is an orderly transition involving specific stages.
 - c. is a topic that people in the United States have always been comfortable discussing.
 - d. All of these responses are correct.

(REMEMBER; answer: b; page 80)

77. What is the term sociologists give to a category of people with a common characteristic, usually their age?
- a. age subculture
 - b. generation
 - c. age group
 - d. cohort

(REMEMBER; answer: d; page 80)

78. Which of the following concepts refers to a setting where a staff tries to radically change someone's personality through carefully controlling the environment?
- a. anticipatory social center
 - b. cohort community
 - c. a total institution
 - d. a degradation ceremony

(REMEMBER; answer: c; page 80)

79. According to Erving Goffman, the goal of a total institution is
- a. to help integrate a troubled patient into the outside world.
 - b. to give a person greater choices about how to live.
 - c. to radically alter a person's personality or behavior.
 - d. to encourage lifelong learning in a supervised context.

(UNDERSTAND; answer: c; page 80)

80. Which of the following traits linked to a total institution is NOT correct?
- a. Staff members supervise all aspects of daily life.
 - b. Staff members encourage the individual growth and creativity of inmates.
 - c. Inmates have standardized food, clothing, and activities.
 - d. Formal rules direct people's daily routines.
- (UNDERSTAND; answer: b; pages 80-81)
81. Which of the following BEST sums up Goffman's idea of the resocialization process?
- a. break down an old identity, then build up a new identity
 - b. reward inmates for being creative
 - c. help integrate inmates into the larger society
 - d. All of these responses are correct.
- (UNDERSTAND; answer: a; page 81)
82. An inmate who loses the capacity for independent living is described as
- a. unsocialized.
 - b. integrated.
 - c. institutionalized.
 - d. dissociated.
- (REMEMBER; answer: c; page 81)
83. Based on what you have read in this chapter, you would correctly conclude that
- a. society shapes how we think and act.
 - b. human beings are spontaneous and creative with the power to change society.
 - c. human beings have the capacity to change the world.
 - d. All of these responses are correct.
- (UNDERSTAND; answer: d; page 81)

SHORT ANSWER QUESTIONS

84. Why is the case of Anna important to social scientists?
- (UNDERSTAND; pages 65-66)
85. Why did Sigmund Freud see human culture (superego) as a necessary source of repression?
- (UNDERSTAND; page 67)
86. Summarize Jean Piaget's contribution to our understanding of socialization.
- (UNDERSTAND; pages 67-68)
87. What differences did Carol Gilligan find in how males and females make moral judgments?
- (UNDERSTAND; pages 68-69)

88. What did George Herbert Mead mean by “self”? What are the steps in the development of the self?
(UNDERSTAND; page 69)
89. Note one criticism often made of Erik Erikson’s “Stages of Development” theory.
(EVALUATE; page 71)
90. Explain Erik Erikson’s theory of socialization as a lifelong process.
(UNDERSTAND; pages 70-71)
91. Cite several ways in which the family is central to the process of socialization.
(UNDERSTAND; pages 71-72)
92. Explain how a family’s social class position shapes the process of socialization.
(ANALYZE; pages 71-72)
93. Why is defining adulthood difficult for people living in the United States?
(EVALUATE; page 73)
94. How does industrialization impact the relative social standing of the oldest people in a society?
(ANALYZE; pages 78-79)
95. What is the poverty rate among elderly people in the United States? How has it changed in recent decades?
(UNDERSTAND; page 79)
96. Provide evidence in support of the position that stages of the life course are socially constructed.
(APPLY; pages 80)

ESSAY QUESTIONS/TOPICS FOR SHORT PAPERS

97. Explain the nature-nurture debate. How did Sigmund Freud and George Herbert Mead take different positions in this debate?
(ANALYZE)
98. Summarize Freud’s theory of human personality, Piaget’s approach to human development, and Mead’s view of the development of the self. What do all the theories have in common? What are the main differences among them?
(ANALYZE)

99. What specific contributions to human development are made by family, school, peer group, and mass media? Do these agents of socialization always convey the same lessons to people? In your response, provide several specific examples.

(EVALUATE)

100. Describe the various stages of the human life course: childhood, adolescence, adulthood, and old age. What characteristics do most people in the United States associate with each? How do we know that these stages, although linked to biological changes, are mostly a social construction?

(ANALYZE)

101. Based on the material in this chapter of the text, address the issue of human freedom in a socially structured world. That is, to what extent do you think people are free to think and act as they wish? In answering this question, consider the theories presented in the chapter—for example, why does Mead’s theory point to greater human freedom than Freud’s theory?

(EVALUATE)

102. Why is “growing up” more difficult to define than it used to be? What are the achievements that lead people to say that someone has become an adult? Why is adolescence longer than it was several generations ago? What difference does social class position make in the time frame for “growing up”?

(ANALYZE)

103. Imagine American society in 2050, when the share of elderly people in the population is projected to top 20 percent. What changes should be made in order to generate a high quality of life for older people? What changes might a rising share of elders bring to society as a whole?

(CREATE)

104. Growing old is not the same experience for all categories of people. Explain how gender, race, and social class shape the aging process.

(ANALYZE)

Name _____

Quick Quiz: Chapter 3

Socialization

Multiple Choice:

1. The focus of Lawrence Kohlberg's research was
 - a. cognition.
 - b. the importance of gender in socialization.
 - c. moral reasoning.
 - d. All of these are correct.
2. Mead placed the origin of the self in
 - a. biological drives.
 - b. culture.
 - c. social experience.
 - d. the functioning of the brain.
3. Thinking about how patterns of child-rearing vary by class, lower-class parents generally stress _____, while well-to-do parents typically stress _____.
 - a. independence; protecting children
 - b. independence; dependence
 - c. obedience; creativity
 - d. creativity; obedience
4. In historical perspective, the importance of the mass media to the socialization process has
 - a. increased over time.
 - b. been about the same over the last century.
 - c. decreased over time.
 - d. The mass media have never played a large part in the socialization process.
5. Jean Piaget's focus was on
 - a. how children develop their motor skills.
 - b. how children are stimulated by their environment.
 - c. the role of heredity in shaping human behavior.
 - d. cognition, or how people think and understand.
6. Since 1960, the poverty rate among the U.S. elderly
 - a. has dropped significantly.
 - b. has fluctuated up and down.
 - c. has remained stable.
 - d. has gone up.
7. On average, a U.S. household has at least one television turned on for how many hours a day?
 - a. two
 - b. five
 - c. eight
 - d. fifteen

True/False

- _____ 8. While many researchers have studied outward behavior, George Herbert Mead focused on symbolic meaning—specifically, the meaning people attach to behavior.
- _____ 9. Melvin Kohn demonstrated that parents of all social classes have much the same expectations of their children.

Short Answer

10. What differences did Carol Gilligan find in how males and females make moral judgments?

Name _____

Quick Quiz: Chapter 3 ANSWERS

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