

# Final Exam Study Guide

## Final Exam Study Guide: Exam Dates and Locations

- Section 1:
  - Thursday, 4/27 (8am-10am)
  - West Village G 102
- Section 7:
  - Monday, 4/24 (1pm-3pm)
  - Robinson Hall 411
- Section 8:
  - Thursday, 4/27 (1pm-3pm)
  - Behrakis Health Sciences Center 320

## Final Exam Study Guide: Sample Questions

- 1) A sociologist is researching the question "how does an individual's economic class influence their political beliefs?" However, the sociologist has had a long day and makes an error in her measurements – specifically, she measures the variable of 'economic class' by looking at the eye color of her research participants, which has nothing to do with economic class. This is an error in the measure's:
  - a) Validity
  - b) Reliability
  - c) Generalizability
  - d) Reflexivity
- 2) What are the three primary 'paradigms' within the discipline of sociology?
  - a) Structural Functionalism, Postmodernism, Feminism
  - b) Postmodernism, Symbolic Interactionism, Feminism
  - c) Symbolic Interactionism, Conflict Theory, Structural Functionalism
  - d) Marxist Theory, Structural Functionalism, Symbolic Interactionism
- 3) As a sociological paradigm, symbolic interactionism is best characterized as follows:
  - a) It is a macro-sociological paradigm that emphasizes social conflict in order to explain the structure and evolution of societies
  - b) It is a micro-sociological paradigm that relies upon ethnographic fieldwork in order to study the practices of culture-sharing groups
  - c) It is a macro-sociological paradigm that explains the nature of social institutions based on the functions they perform with regards to securing societal cohesion and stability
  - d) It is a micro-sociological paradigm that explains human behavior based on how shared meanings inform social interaction

# Final Exam Study Guide: List of Concepts and Theories

- Class[es]: Using your Sociological Imagination
  - Concept/Theory: The Sociological Imagination
    - Source (all sections): Conley Textbook, pg. 6-10
    - Source (all sections): Mills, 'The Promise'
    - Source (section 1): Class 2 slides from 1/12
    - Source (section 7): Class 2 slides from 1/13
    - Source (section 8): Class 2 slides from 1/13
  - Concept/Theory: The Three Sociological Paradigms (Structural Functionalism, Symbolic Interactionism, Conflict Theory)
    - Source (all sections): Conley Textbook, pg. 32-34
    - Source (section 1): Class 2 slides from 1/12
    - Source (section 7): Class 2 slides from 1/13
    - Source (section 8): Class 2 slides from 1/13
- Class[es]: Sociological Methods
  - Concept/Theory: Validity, Reliability, and Generalizability
    - Source (all sections): Conley Textbook, pg. 58-59
    - Source (section 1): Class 3 slides from 1/19
    - Source (section 7): Class 3 slides from 1/17
    - Source (section 8): Class 3 slides from 1/18
  - Concept/Theory: The Different Research Methods (e.g. Survey Research, Ethnographic Field Work)
    - Source (all sections): Conley Textbook, pg. 63-73
    - Source (section 1): Class 3 slides from 1/19
    - Source (section 7): Class 3 slides from 1/17
    - Source (section 8): Class 3 slides from 1/18
  - Concept/Theory: The Three Epistemological Approaches to Sociological Research (Positivist, Interpretivist, and Critical)
    - Source (all sections): Bryman, 'General Research Orientations,' pg. 9-13
    - Source (section 1): Class 3 slides from 1/19
    - Source (section 7): Class 3 slides from 1/17
    - Source (section 8): Class 3 slides from 1/18
- Class[es]: Anti-Oppressive Methodologies
  - Concept/Theory: Epistemological Standpoint
    - Source (all sections): Jaggar, 'Feminist Politics and Epistemology'
    - Source (all sections): Collins, 'Learning from the Outsider Within'

- Source (section 1): Class 4 slides from 1/23
  - Source (section 7): Class 5 slides from 1/24
  - Source (section 8): Class 5 slides from 1/25
- Concept/Theory: Intersectionality
  - Source (all sections): Grillo, 'Anti-Essentialism and Intersectionality'
  - Source (all sections): Collins, 'Learning from the Outsider Within'
  - Source (section 1): Class 4 slides from 1/23
  - Source (section 7): Class 5 slides from 1/24
  - Source (section 8): Class 5 slides from 1/25
- Class[es]: Culture, The Media, and Ideological Hegemony
  - Concept/Theory: Material vs Non-Material Culture
    - Source (all sections): Conley Textbook, pg. 88-94
    - Source (section 1): Class 5 slides from 1/26
    - Source (section 7): Class 6 slides from 1/27
    - Source (section 8): Class 6 slides from 1/27
  - Concept/Theory: Antonio Gramsci's Theory of Ideological Hegemony
    - Source (all sections): Conley Textbook, pg. 101
    - Source (section 1): Class 5 slides from 1/26
    - Source (section 7): Class 6 slides from 1/27
    - Source (section 8): Class 6 slides from 1/27
- Class[es]: Socialization and the Construction of Reality
  - Concept/Theory: Socialization
    - Source (all sections): Conley Textbook, pg. 125
    - Source (section 1): Class 6 slides from 1/30
    - Source (section 7): Class 7 slides from 1/31
    - Source (section 8): Class 7 slides from 2/1
  - Concept/Theory: Roles, Statuses, and Role Conflict/Strain
    - Source (all sections): Conley Textbook, pg. 141-142
    - Source (section 1): Class 6 slides from 1/30
    - Source (section 7): Class 7 slides from 1/31
    - Source (section 8): Class 7 slides from 2/1
  - Concept/Theory: Erving Goffman's Dramaturgical Theory of Society
    - Source (all sections): Conley Textbook, pg. 146-154
    - Source (all sections): Goffman, 'The Presentation of Self in Everyday Life'
    - Source (section 1): Class 6 slides from 1/30
    - Source (section 7): Class 7 slides from 1/31

- Source (section 8): Class 7 slides from 2/1
- Concept/Theory: Charles Cooley's Theory of the Looking-Glass Self
  - Source (all sections): Conley Textbook, pg. 127-128
  - Source (section 1): Class 7 slides from 2/2
  - Source (section 7): Class 8 slides from 2/3
  - Source (section 8): Class 8 slides from 2/3
- Class[es]: Groups and Networks
  - Concept/Theory: Primary and Secondary Groups
    - Source (all sections): Conley Textbook, pg. 174-175
    - Source (section 1): Class 8 slides from 2/6
    - Source (section 7): Class 9 slides from 2/7
    - Source (section 8): Class 9 slides from 2/8
  - Concept/Theory: Mark Granovetter's Theory of the 'Strength of Weak Ties'
    - Source (all sections): Conley Textbook, pg. 177-180
    - Source (section 1): Class 8 slides from 2/6
    - Source (section 7): Class 9 slides from 2/7
    - Source (section 8): Class 9 slides from 2/8
- Class[es]: Crime, Deviance, and Social Control
  - Concept/Theory: Howard Becker's Labeling Theory of Deviance
    - Source (all sections): Conley Textbook, pg. 220-227
    - Source (section 1): Class 9 slides from 2/9
    - Source (section 7): Class 10 slides from 2/10
    - Source (section 8): Class 10 slides from 2/10
  - Concept/Theory: Primary and Secondary Acts of Deviance
    - Source (all sections): Conley Textbook, pg. 226
    - Source (section 1): Class 9 slides from 2/9
    - Source (section 7): Class 10 slides from 2/10
    - Source (section 8): Class 10 slides from 2/10
  - Concept/Theory: Anomie and Anomic Suicide
    - Source (all sections): Conley Textbook, pg. 213-218
    - Source (section 1): Class 10 slides from 2/13
    - Source (section 7): Class 11 slides from 2/14
    - Source (section 8): Class 11 slides from 2/15
  - Concept/Theory: Michelle Alexander's Theory of Mass Incarceration
    - Source (all sections): Alexander, 'The New Jim Crow'

- Source (section 1): Class 10 slides from 2/13
  - Source (section 7): Class 11 slides from 2/14
  - Source (section 8): Class 11 slides from 2/15
- Class[es]: Social Stratification and its Ideological Legitimation
  - Concept/Theory: The Forms of Social Stratification (e.g. Estate Systems, Caste Systems)
    - Source (all sections): Conley Textbook, pg. 268-279
    - Source (section 1): Class 11 slides for 2/16
    - Source (section 7): Class 12 slides for 2/17
    - Source (section 8): Class 12 slides for 2/17
- Class[es]: Gender, Sex, and Sexuality
  - Concept/Theory: The Difference between Sex and Gender
    - Source (all sections): Conley Textbook, pg. 302-313
    - Source (section 1): Class 12 slides part I for 2/23
    - Source (section 7): Class 13 slides for 2/21
    - Source (section 8): Class 13 slides for 2/22
  - Concept/Theory: Hegemonic Masculinities and Emphasized Femininities
    - Source (all sections): Conley Textbook, pg. 309-313
    - Source (section 1): Class 12 slides part I for 2/23
    - Source (section 7): Class 13 slides for 2/21
    - Source (section 8): Class 13 slides for 2/22
  - Concept/Theory: West and Zimmerman's Theory of 'Doing Gender'
    - Source (all sections): Conley Textbook, pg. 318-319
    - Source (all sections): West and Zimmerman, 'Doing Gender'
    - Source (section 1): Class 12 slides part I for 2/23
    - Source (section 7): Class 13 slides for 2/21
    - Source (section 8): Class 13 slides for 2/22
  - Concept/Theory: The Difference between Liberal Feminism, Radical Feminism, and Socialist Feminism
    - Source (section 1): Class 12 slides part II for 2/23
    - Source (section 7): Class 14 slides for 2/24
    - Source (section 8): Class 14 slides for 2/24
- Race and Ethnicity
  - Concept/Theory: The Meaning and 'Myth' of Race
    - Source (all sections): Conley Textbook, pg. 350-353
    - Source (section 1): Class 13 slides from 2/27
    - Source (section 7): Class 15 slides from 2/28

- Source (section 8): Class 15 slides from 3/1
- Concept/Theory: The Difference between Race and Ethnicity
  - Source (all sections): Conley Textbook, pg. 364-367
  - Source (section 1): Class 13 slides from 2/27
  - Source (section 7): Class 15 slides from 2/28
  - Source (section 8): Class 15 slides from 3/1
- Concept/Theory: The Difference between Race, Racism, and Racecraft
  - Source (all sections): Fields and Fields, 'How Race is Conjured'
  - Source (all sections): Reed, 'The Dangers of Letting Racecraft Displace Class During the Pandemic'
  - Source (section 1): Class 14 slides from 3/2
  - Source (section 7): Class 16 slides from 3/3
  - Source (section 8): Class 16 slides from 3/3
- Class[es]: Poverty, Health, and Society
  - Concept/Theory: Medicalization
    - Source (all sections): Conley Textbook, pg. 450-451
    - Source (section 1): Class 15 slides from 3/13
    - Source (section 7): Class 17 slides from 3/14
    - Source (section 8): Class 17 slides from 3/15
  - Concept/Theory: The Sick Role
    - Source (all sections): Conley Textbook, pg. 455-456
    - Source (section 1): Class 15 slides from 3/13
    - Source (section 7): Class 17 slides from 3/14
    - Source (section 8): Class 17 slides from 3/15
  - Concept/Theory: The Biomedical vs. the Biosocial Models of Health
    - Source (section 1): Class 15 slides from 3/13
    - Source (section 7): Class 17 slides from 3/14
    - Source (section 8): Class 17 slides from 3/15
- Class[es]: The Family and Childhood
  - Concept/Theory: The Second Shift
    - Source (all sections): Conley Textbook, pg. 520-526
    - Source (section 1): Class 16 slides from 3/16
    - Source (section 7): Class 18 slides from 3/17
    - Source (section 8): Class 18 slides from 3/17
  - Concept/Theory: Annette Lareau's Theory of Childhood Socialization

- Source (all sections): Lareau, 'Unequal Childhoods'
  - Source (section 1): Class 16 slides from 3/16
  - Source (section 7): Class 18 slides from 3/17
  - Source (section 8): Class 18 slides from 3/17
- Class[es]: Schools and Educational Institutions
  - Concept/Theory: The Hidden Curriculum
    - Source (all sections): Conley Textbook, pg. 551-555
    - Source (section 1): Class 17 slides from 3/20
    - Source (section 7): Class 19 slides from 3/21
    - Source (section 8): Class 19 slides from 3/22
  - Concept/Theory: Cultural Capital
    - Source (all sections): Conley Textbook, pg. 579-580
    - Source (section 1): Class 17 slides from 3/20
    - Source (section 7): Class 19 slides from 3/21
    - Source (section 8): Class 19 slides from 3/22
- Class[es]: Capitalism, Neoliberalism, and Capitalist Globalization
  - Concept/Theory: The Great Boom
    - Source (all sections): McNally, 'Global Slump' pg. 27-30
    - Source (section 1): Class 19 slides from 3/27
    - Source (section 7): Class 21 slides from 3/31
    - Source (section 8): Class 21 slides from 3/31
  - Concept/Theory: Keynesianism
    - Source (all sections): McNally, 'Global Slump' pg. 31-33, 67
    - Source (section 1): Class 19 slides from 3/27
    - Source (section 7): Class 21 slides from 3/31
    - Source (section 8): Class 21 slides from 3/31
  - Concept/Theory: Neoliberalism
    - Source (all sections): McNally, 'Global Slump' pg. 33-57, 196
    - Source (section 1): Class 19 slides from 3/27
    - Source (section 7): Class 21 slides from 3/31
    - Source (section 8): Class 21 slides from 3/31
- Class[es]: Capitalism and Economic Crises
  - Concept/Theory: Marx's Theory of Historical Materialism
    - Source (all sections): Conley Textbook, pg. 605-608
    - Source (section 1): Class 20 slides from 3/30
    - Source (section 7): Class 22 slides from 4/4

- Source (section 8): Class 22 slides from 4/5
- Concept/Theory: Surplus Value
  - Source (all sections): McNally, 'Global Slump' pg. 48
  - Source (section 1): Class 20 slides from 3/30
  - Source (section 7): Class 22 slides from 4/4
  - Source (section 8): Class 22 slides from 4/5
- Concept/Theory: Overaccumulation
  - Source (all sections): McNally, 'Global Slump' pg. 29-30, 63-79, 196
  - Source (section 1): Class 20 slides from 3/30
  - Source (section 7): Class 22 slides from 4/4
  - Source (section 8): Class 22 slides from 4/5
- Class[es]: Capitalism and Financialization
  - Concept/Theory: Financialization
    - Source (all sections): 85-88, 195
    - Source (section 1): To be Determined
    - Source (section 7): To be Determined
    - Source (section 8): To be Determined
  - Concept/Theory: Securitization
    - Source (all sections): 97-107
    - Source (section 1): To be Determined
    - Source (section 7): To be Determined
    - Source (section 8): To be Determined
- Class[es]: Debt, International Financial Organizations, and Structural Adjustment
  - Concept/Theory: The Bretton Woods Organizations (The World Bank, The International Monetary Fund, and the World Trade Organization)
    - Source (all sections): McNally, 'Global Slump' pg. 126-134
    - Source (section 1): To be Determined
    - Source (section 7): To be Determined
    - Source (section 8): To be Determined
  - Concept/Theory: Structural Adjustment Programs
    - Source (all sections): McNally, 'Global Slump' pg. 126-134
    - Source (section 1): To be Determined
    - Source (section 7): To be Determined
    - Source (section 8): To be Determined
- Class[es]: Power, Authority, and the State



- Concept/Theory: The Three Types of Authority (Charismatic, Traditional, Legal-Rational)
  - Source (all sections): Conley Textbook, pg. 639-643
  - Source (section 1): To be Determined
  - Source (section 7): To be Determined
  - Source (section 8): To be Determined
  
- Concept/Theory: G. William Domhoff's Class-Domination Theory of Power
  - Source (all sections): Domhoff, 'The Class-Domination Theory of Power'
  - Source (section 1): To be Determined
  - Source (section 7): To be Determined
  - Source (section 8): To be Determined
  
- Class[es]: Collective Action, Social Movements, and Social Change
  - Concept/Theory: The Models of Social Movements (The Classical Model, Resource Mobilization Theory, The Political Process Model)
    - Source (all sections): Conley Textbook, pg. 791-794
    - Source (section 1): To be Determined
    - Source (section 7): To be Determined
    - Source (section 8): To be Determined