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Chapter 2: Social Class

Test Bank

Multiple Choice

1. Social stratification refers to _____.
a. a large number of people with similar amounts of income and education
b. one's social ranking
c. the degree to which people feel a part of social groups
d. the ranking of individuals into social strata or groups
Ans: D
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Comprehension
Answer Location: Introduction
Difficulty Level: Medium

2. Which is TRUE of the poverty threshold?
a. It fails to include foster children or families living in military barracks.
b. It is set at twice the cost of the economy food plan.
c. It varies by geographic location.
d. It was originally based on the consumer price index.
Ans: A
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Comprehension
Answer Location: What Does It Mean to Be Poor?
Difficulty Level: Medium

3. Which area of the United States has the highest poverty rate?
a. West
b. South
c. Midwest
d. Northeast
Ans: B
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Knowledge
Answer Location: What Does It Mean to Be Poor?
Difficulty Level: Medium

4. The term life chances**,** coined by Max Weber, explains how each social position provides access to _____.
a. goods and services
b. high positions in government
c. religious enlightenment

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d. happiness and self-fulfillment
Ans: A
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Comprehension
Answer Location: Introduction
Difficulty Level: Medium

5. _____ refers to a lack of necessities, such as food, shelter, and income.
a. Absolute poverty
b. Basic poverty
c. Relative poverty
d. Status poverty
Ans: A
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Knowledge
Answer Location: What Does It Mean to Be Poor?
Difficulty Level: Easy

6. The term "relative" poverty emphasizes the _____ gap between the richest and poorest Americans.
a. decreasing
b. growing
c. completely nonexistent
d. socially constructed
Ans: B
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Analysis
Answer Location: What Does It Mean to Be Poor?
Difficulty Level: Medium

7. Based on 2016 figures, which group in the United States has the highest percentage of its members in poverty?
a. non-Hispanic Whites
b. Hispanics
c. blacks
d. Native Americans
Ans: C
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Knowledge
Answer Location: What Does It Mean to Be Poor?
Difficulty Level: Medium

8. Which U.S. states had the highest three-year average poverty rates between 2014 and 2016?
a. Louisiana, New Mexico, and Mississippi
b. South Carolina, Georgia, and Florida

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c. Pennsylvania, Ohio, and Indiana
d. Montana, Wyoming, and Oklahoma
Ans: A
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Knowledge
Answer Location: What Does It Mean to Be Poor?
Difficulty Level: Medium

9. Based on 2016 U.S. poverty figures, what race has the highest numbers of poor in the United States?
a. blacks
b. whites
c. Hispanics
d. Asians
Ans: B
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Knowledge
Answer Location: What Does It Mean to Be Poor?
Difficulty Level: Medium

10. The _____ is the original federal poverty measure developed by the Social Security Administration and updated each year by the U.S. Census Bureau.
a. Household Food Consumption Survey
b. USDA
c. Supplemental Nutrition Assistance Program
d. Poverty Threshold
Ans: D
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Comprehension
Answer Location: What does it mean to be poor?
Difficulty Level: Medium

11. The USDA based the poverty threshold on the 1955 Household Food Consumption Survey, which found that families of three or more people spent about _____ of their after-tax income on food.
a. one-third
b. one-fourth
c. one-half
d. two-thirds
Ans: A
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Comprehension
Answer Location: The Federal Definitions of Poverty
Difficulty Level: Medium

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12. _____ refers to a situation where some people fall below the average income or life style enjoyed by the rest of society.
a. Absolute poverty
b. Basic poverty
c. Relative poverty
d. Status poverty
Ans: C
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Knowledge
Answer Location: What does it mean to be poor?
Difficulty Level: Medium

13. Which sociological perspective asserts that during periods of economic crisis, the state expands welfare rolls to pacify the poor and reduce the likelihood of serious uprising?
a. feminist
b. interactionist
c. functionalist
d. conflict
Ans: D
Learning Objective: 2-2: Compare the four sociological perspectives on social class and poverty.
Cognitive Domain: Comprehension
Answer Location: Sociological Perspectives on Social Class and Poverty
Difficulty Level: Medium

14. Which of these would an Interactionist studying poverty be most interested in?
a. the public's perception of welfare and its recipients
b. how poverty helps society operate
c. the welfare policies that disadvantage the poor
d. how the power elite are able to use political action committees
Ans: A
Learning Objective: 2-2: Compare the four sociological perspectives on social class and poverty.
Cognitive Domain: Analysis
Answer Location: Sociological Perspectives on Social Class and Poverty
Difficulty Level: Medium

15. Jane is interested in how the poor provide necessary services for society such as providing jobs for those who serve them. Jane is examining poverty through the _____ perspective.
a. feminist
b. interactionist
c. functionalist
d. conflict
Ans: C

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Learning Objective: 2-2: Compare the four sociological perspectives on social class and poverty.
Cognitive Domain: Application
Answer Location: Sociological Perspectives on Social Class and Poverty
Difficulty Level: Medium

16. The feminist perspective points out that U.S. welfare policy is shaped by which of these?
a. religious beliefs and corporate influence
b. religious beliefs and the patriarchal family
c. male dominance and corporate influence
d. the patriarchal family and male dominance
Ans: D
Learning Objective: 2-2: Compare the four sociological perspectives on social class and poverty.
Cognitive Domain: Comprehension
Answer Location: Sociological Perspectives on Social Class and Poverty
Difficulty Level: Medium

17. Which of these two perspectives agree that inequality is inevitable in society?
a. functionalism and feminism
b. functionalism and conflict perspectives
c. feminism and interactionist perspectives
c. interactionist and functionalist perspectives
Ans: B
Learning Objective: 2-2: Compare the four sociological perspectives on social class and poverty.
Cognitive Domain: Analysis
Answer Location: Sociological Perspectives on Social Class and Poverty
Difficulty Level: Medium

18. Nancy Fraser argues that there are masculinized and feminized welfare programs. The masculinized program is associated with which of these?
a. the family or household
b. the labor market
c. food security
d. religious beliefs
Ans: B
Learning Objective: 2-2: Compare the four sociological perspectives on social class and poverty.
Cognitive Domain: Analysis
Answer Location: Sociological Perspectives on Social Class and Poverty
Difficulty Level: Hard

19. Nancy Fraser argues that there are masculinized and feminized welfare programs. The feminized program is associated with which of these?

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a. the family or household
b. the labor market
c. food security
d. religious beliefs
Ans: A
Learning Objective: 2-2: Compare the four sociological perspectives on social class and poverty.
Cognitive Domain: Analysis
Answer Location: Sociological Perspectives on Social Class and Poverty
Difficulty Level: Hard

20. What is the term for a set of norm, values and beliefs that encourage and perpetuate poverty?
a. poverty guidelines
b. relative poverty
c. culture of poverty
d. social stratification
Ans: C
Learning Objective: 2-2: Compare the four sociological perspectives on social class and poverty.
Cognitive Domain: Knowledge
Answer Location: Sociological Perspectives on Social Class and Poverty
Difficulty Level: Easy

21. About _____ of U.S. households were food insecure at least some time in 2016.
a. 2 percent
b. 12 percent
c. 22 percent
d. 42 percent
Ans: B
Learning Objective: 2-3: Identify two consequences of poverty.
Cognitive Domain: Comprehension
Answer Location: The Consequences of Poverty
Difficulty Level: Medium

22. Food insecurity is _____ in large cities than it is in rural areas.
a. the same
b. less common
c. more common
d. not noticeably measured
Ans: C
Learning Objective: 2-3: Identify two consequences of poverty.
Cognitive Domain: Comprehension
Answer Location: The Consequences of Poverty
Difficulty Level: Medium

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23. Supplemental Nutrition Assistance Program provides _____ to individuals and families through periods of unemployment or a crisis.
a. training programs
b. job placement
c. temporary assistance
d. computers
Ans: C
Learning Objective: 2-3: Identify two consequences of poverty.
Cognitive Domain: Comprehension
Answer Location: The Consequences of Poverty
Difficulty Level: Medium

24. Food insecurity is higher for which of these groups?
a. single female-headed household
b. elderly
c. Asian women
d. white men
Ans: A
Learning Objective: 2-3: Identify two consequences of poverty.
Cognitive Domain: Comprehension
Answer Location: The Consequences of Poverty
Difficulty Level: Medium

25. Which is TRUE of children in families in poverty?
a. They have higher rates of immunizations than those above the poverty line.
b. They have higher rates of dental care than those above the poverty line.
c. They are more likely than middle class families to have a regular health care provider.
d. They are less likely to receive preventative care in general than those above the poverty line.
Ans: D
Learning Objective: 2-3: Identify two consequences of poverty.
Cognitive Domain: Comprehension
Answer Location: Health
Difficulty Level: Medium

26. What is the average monthly benefit for an individual receiving the Supplemental Nutrition Assistance Program?
a. $126
b. $256
c. $446
d. $766
Ans: A
Learning Objective: 2-3: Identify two consequences of poverty.
Cognitive Domain: Knowledge

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Answer Location: Food Insecurity and Hunger
Difficulty Level: Medium

27. What is the average monthly benefit for a family receiving the Supplemental Nutrition Assistance Program?
a. $126
b. $256
c. $446
d. $766
Ans: B
Learning Objective: 2-3: Identify two consequences of poverty.
Cognitive Domain: Knowledge
Answer Location: The Consequences of Poverty
Difficulty Level: Medium

28. President Franklin D. Roosevelt's New Deal provided assistance for which of these categories?
a. housing relief
b. work relief
c. marriage relief
d. mental health relief
Ans: B
Learning Objective: 2-4: Explain the Evolution of U.S. Welfare Policy.
Cognitive Domain: Analysis
Answer Location: Responding to Class Inequalities
Difficulty Level: Medium

29. Under the New Deal, _____ programs were the most popular because it was believed that people were being paid for working.
a. general relief
b. categorical assistance
c. social insurance
d. personal responsibility
Ans: C
Learning Objective: 2-4: Explain the Evolution of U.S. Welfare Policy.
Cognitive Domain: Comprehension
Answer Location: Responding to Class Inequalities
Difficulty Level: Hard

30. Which of these federal acts is classified as the centerpiece of the social welfare system?
a. Aid to Families with Dependent Children Act
b. Social Security Act
c. Personal Responsibility and Work Opportunity Reconciliation Act
d. Great Society Act
Ans: B

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Learning Objective: 2-4: Explain the Evolution of U.S. Welfare Policy.
Cognitive Domain: Comprehension
Answer Location: U.S. Welfare Policy
Difficulty Level: Medium

31. Which of these programs was part of President Lyndon Johnson's War on Poverty to rehabilitate the poor?
a. Head Start
b. TANF Temporary Assistance for Needy Families
c. Personal Responsibility and Work Opportunity Reconciliation Act
d. Aid to Families with Dependent Children Act
Ans: A
Learning Objective: 2-4: Explain the Evolution of U.S. Welfare Policy.
Cognitive Domain: Comprehension
Answer Location: Responding to Class Inequalities
Difficulty Level: Hard

32. After a recession ends, poverty is likely to _____.
a. stay the same as before the recession
b. decrease dramatically
c. decrease slightly
d. increase
Ans: D
Learning Objective: 2-4: Explain the Evolution of U.S. Welfare Policy.
Cognitive Domain: Analysis
Answer Location: Responding to Class Inequalities
Difficulty Level: Medium

33. What was the intent of Personal Responsibility and Work Opportunity Reconciliation Act?
a. To help those who could not help themselves
b. To reduce recipients' dependence on government assistance
c. To end poverty in the United States
d. To eliminate racial and employment discrimination
Ans: B
Learning Objective: 2-4: Explain the Evolution of U.S. Welfare Policy.
Cognitive Domain: Analysis
Answer Location: Responding to Class Inequalities
Difficulty Level: Medium

34. The Earned Income Tax Credit program was especially designed for which of these?
a. impoverished elderly
b. teenagers
c. minority groups
d. low-income working families

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Ans: D
Learning Objective: 2-5: Assess whether life after welfare has improved after the passage of PRWORA.
Cognitive Domain: Comprehension
Answer Location: Responding to Class Inequalities
Difficulty Level: Medium

35. The Supplemental Poverty Measure considers which of these important factors in lifting families out of poverty?
a. receipt of noncash benefits such as SNAP and the Earned Income Tax Credit
b. highest level of education in the household
c. citizenship status
d. how many years someone has lived in their house or apartment
Ans: A
Learning Objective: 2-5: Assess whether life after welfare has improved after the passage of PRWORA.
Cognitive Domain: Comprehension
Answer Location: Responding to Class Inequalities
Difficulty Level: Medium

36. The U.S. Census Bureau has employed experimental measures of poverty to measure the poverty rate. These measures find that the poverty rate is _____ what has been found with standard poverty rate measures.
a. the same as
b. higher than
c. lower than
d. much more concentrated among the elderly than
Ans: B
Learning Objective: 2-5: Assess whether life after welfare has improved after the passage of PRWORA.
Cognitive Domain: Analysis
Answer Location: Responding to Class Inequalities
Difficulty Level: Medium

True/False

1. Wealth is more equally distributed than income.
Ans: F
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Knowledge
Answer Location: Introduction
Difficulty Level: Medium

2. Separate poverty guidelines exist for those living in Alaska and Hawaii versus the rest of the United States.
Ans: T

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Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Knowledge
Answer Location: What Does It Mean to Be Poor?
Difficulty Level: Medium

3. The working poor often encounter housing problems.
Ans: T
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Knowledge
Answer Location: What Does It Mean to Be Poor?
Difficulty Level: Easy

4. Black and Hispanic workers are more than twice as likely as white and Asian workers to be working poor.
Ans: T
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Knowledge
Answer Location: What Does It Mean to Be Poor?
Difficulty Level: Medium

5. According to the World Bank there has been a significant increase in the number of the world's poor.
Ans: F
Learning Objective: 2-1: Explain the different definitions of poverty.
Cognitive Domain: Knowledge
Answer Location: What Does It Mean to Be Poor?
Difficulty Level: Easy

6. From a Conflict perspective, inequality is systematically created and maintained by those trying to preserve their advantage.
Ans: T
Learning Objective: 2-2: Compare the four sociological perspectives on social class and poverty.
Cognitive Domain: Comprehension
Answer Location: Sociological Perspectives on Social Class and Poverty
Difficulty Level: Medium

7. As a feminist theorist who analyzes welfare and the media Jane is likely to point out that media and politicians have stereotyped single mothers as abusers of welfare assistance.
Ans: T
Learning Objective: 2-2: Compare the four sociological perspectives on social class and poverty.
Cognitive Domain: Application
Answer Location: Sociological Perspectives on Social Class and Poverty
Difficulty Level: Medium

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8. Feminist scholars have criticized the Personal Responsibility and Work Opportunity Reconciliation Act requirements for making women choose to be stay-at-home mothers.
Ans: F
Learning Objective: 2-2: Compare the four sociological perspectives on social class and poverty.
Cognitive Domain: Comprehension
Answer Location: Sociological Perspectives on Social Class and Poverty
Difficulty Level: Medium

9. According to the National Low Income Housing Coalition, there is no state in the United States where a low-income worker can reasonably afford a modest 1- or 2-bedroom rental unit.
Ans: T
Learning Objective: 2-3: Identify two consequences of poverty.
Cognitive Domain: Comprehension
Answer Location: The Consequences of Poverty
Difficulty Level: Medium

10. Food stamps cannot be used to buy hygiene products, alcoholic beverages, and vitamins and medicines.
Ans: T
Learning Objective: 2-3: Identify two consequences of poverty.
Cognitive Domain: Comprehension
Answer Location: The Consequences of Poverty
Difficulty Level: Medium

11. The U.S. food stamp program is now called the Supplemental Nutrition Assistance Program.
Ans: T
Learning Objective: 2-3: Identify two consequences of poverty.
Cognitive Domain: Comprehension
Answer Location: The Consequences of Poverty
Difficulty Level: Medium

12. People who receive the Personal Responsibility and Work Opportunity Reconciliation Act are only able to receive it for 36 months.
Ans: T
Learning Objective: 2-4: Explain the Evolution of U.S. Welfare Policy.
Cognitive Domain: Knowledge
Answer Location: Responding to Class Inequalities
Difficulty Level: Medium

13. Most families who leave welfare for work do not earn enough money to afford decent quality housing.

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Ans: T
Learning Objective: 2-4: Explain the Evolution of U.S. Welfare Policy.
Cognitive Domain: Knowledge
Answer Location: Responding to Class Inequalities
Difficulty Level: Medium

14. To qualify for the Earned Income Tax Credit program one must be unemployed.
Ans: F
Learning Objective: 2-5: Assess whether life after welfare has improved after the passage of PRWORA.
Cognitive Domain: Knowledge
Answer Location: Responding to Class Inequalities
Difficulty Level: Medium

Essay

1. Discuss the issue of drug testing for welfare recipients. Is drug testing an appropriate action for social aid? Why or why not? What could be the consequences of such a policy? What other issues can affect the solutions and/or the problems related to social welfare?
Ans: Varies. Students should point out some of the following: According to the authors: In 2017, at least 15 states passed legislation to require drug testing or screening for public assistance applicants or recipients and at least 20 more states proposed similar legislation during the year Opponents of this policy argue that punitive testing policies perpetuate the stereotype that people on public assistance are morally corrupt and more likely to use drugs. It also distracts from the need for access to drug treatment and prevention. A 2012 assessment of the Florida welfare drug test law revealed that there were no direct savings for the state; contrary to the laws intent, it did not identify many drug users and had no effect on reducing the number of individuals applying for welfare assistance. The Florida law that was struck down by federal appeals court in 2014; the court ruled that the state failed to demonstrate that drug abuse was more prevalent or unique among TANF clients than in the general population.
Learning Objective: 2-2: Compare the four sociological perspectives on social class and poverty.
Cognitive Domain: Analysis | Application
Answer Location: Sociological Perspectives on Social Class and Poverty
Difficulty Level: Medium

2. Discuss how poverty plays a role in political decision-making. Why are the poor least likely to control opportunities? What are the issues that you feel are most important to the topic? Discuss how you can affect poverty as an individual in our culture.
Ans: Varies. Students should point out some of the following: . The poor are the least likely to control opportunities because they are themselves in need of them. Power matters when the group has the ability to control strategic resources and

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opportunities to attain such resources. Money, land, information, and skills are strategic resources when they are needed by individuals to do what they want to do. In the textbook, distributed power is limited to elite group of individuals whose economic political and social relationships are closely interrelated, according to William Domhoff. Control over four major social networks—economic, political, military, and religious—can be turned into a strong organizational basis for wielding power. So there really is no power for the poor because they don't have control over the social networks. Conflict theorists assert that poverty exists because those in power want to maintain and expand their base of power and interests, with little left to share with others. Welfare bureaucracies—local, state, and national—represent important interest groups that influence the creation of implementation of welfare policies. According to the textbook, Fox, Piven, and Cloward conclude that the principal function of welfare is to allow the capitalist class to maintain control over labor. Welfare policy has been used by the state to stifle protest and to enforce submissive work norms. During periods of economic crisis, the state expands welfare rolls to pacify the poor and reduce the likelihood of serious uprising. The most effective manner in which an individual can affect poverty in our culture is by political action groups. These political action groups are needed to put social pressure on issues and promote activism.
Learning Objective: 2-2: Compare the four sociological perspectives on social class and poverty.
Cognitive Domain: Analysis | Application
Answer Location: Sociological Perspectives on Social Class and Poverty
Difficulty Level: Medium

3. Identify and describe two consequences of poverty mentioned in the reading.
Ans: Varies. Students should point out some of the following: the text identifies food insecurity and housing, defining food insecurity as "food insufficient for all family members to enjoy active and healthy lives for at least some time during the year." Text also mentions a variety of reasons why poor families encounter higher food prices and a smaller selection of food than other families. Housing is another problem; the combination of low earnings and scarce housing assistance results in serious housing problems for the working poor.
Learning Objective: 2-3: Identify two consequences of poverty.
Cognitive Domain: Comprehension
Answer Location: The Consequences of Poverty
Difficulty Level: Medium

4. Identify and explain three important developments in U.S. Welfare policy.
Ans: Varies. Students should identify the Social Security Act of 1935 which set the foundations for the contemporary welfare system, the expansion of programs under Roosevelt's New Deal and Johnson's Great Society which provided many more pathways of support, and Clinton's 1996 Personal Responsibility and Work Opportunity Reconciliation Act which authorized time limits and work requirements.
Learning Objective: 2-4: Explain the Evolution of U.S. Welfare Policy.

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Cognitive Domain: Analysis
Answer Location: Responding to Class Inequalities
Difficulty Level: Hard

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