CHAPTER 4
SOCIAL STRUCTURE AND SOCIAL INTERACTION

CHAPTER SUMMARY

- There are two levels of sociological analysis: macrosociology investigates the large-scale features of social structure, while microsociology focuses on social interaction. Functional and conflict theorists tend to use a macrosociological approach, while symbolic interactionists are more likely to use a macrosociological approach.

- The term social structure refers to a society's framework, which forms an envelope around us and sets limits on our behavior. The individual's location in the social structure affects his or her perceptions, attitudes, and behaviors. Culture, social class, social status (both ascribed and achieved), roles, groups, and institutions are the major components of the social structure.

- Social institutions are the organized and standard means that a society develops to meet its basic needs. Functionalists view social institutions as established ways of meeting universal group needs; however, conflict theorists see social institutions as the primary means by which the elite maintains its privileged position.

- Over time, social structure undergoes changes. Sometimes this change is very dramatic, as illustrated by Durkheim's concepts of mechanical and organic solidarity and Tönnies' constructs of Gemeinschaft and Gesellschaft.

- In contrast to functionalist and conflict theorists who, as macrosociologists, focus on the "big picture," symbolic interactionists tend to be microsociologists who look at social interaction in everyday life. They examine how people look at things and how that, in turn, affects their behavior.

- Stereotypes, assumptions made about others based on their visible characteristics, guide our behavior toward them; in turn, their behavior then reinforces our stereotypes.

- Symbolic interactionists note that each of us is surrounded by a "personal bubble" that we carefully protect. The size of the bubble varies from one culture to another. Americans have four different "distance zones": intimate, personal, social, and public.

- The dramaturgical analysis provided by Erving Goffman analyzes everyday life in terms of the stage. At the core of this approach is the analysis of the impressions we attempt to make on others by using sign-vehicles (setting, appearance, and manner), teamwork, and face-saving behavior.

- Ethnomethodologists try to uncover our background assumptions which provide us with basic ideas about the way life is. The social construction of reality refers to how we each create a view, or understanding, of our world.

- Both macrosociology and microsociology are needed to understand human behavior because we must grasp both social structure and social interaction.
LEARNING OBJECTIVES

After reading Chapter 4, you should be able to:

1. Differentiate between the macrosociological and microsociological approach to studying social life, and indicate which of the approaches is most likely to be used by functionalists, conflict theorists, and symbolic interactionists. (96)
2. Define social structure, list its major components, and discuss how it guides people’s behaviors. (97-98)
3. Understand the concepts of culture, social class, social status, roles, groups, and social institutions. (99-100)
4. Differentiate between ascribed, achieved, and master status. (99-100)
5. Identify the social institutions common to industrial and postindustrial societies and summarize their basic features. (101-103)
6. Understand the role of the media as an emerging institution. (103)
7. Discuss the disagreement between functionalists and conflict theorists over the purposes for, and effects of, social institutions. (103-104)
8. Know why social structure is not static and how structural changes can significantly alter the way a society is organized. (104-105)
9. Differentiate between Emile Durkheim’s concepts of mechanical and organic solidarity and Ferdinand Tönnies' constructs of Gemeinschaft and Gesellschaft, and discuss why they continue to be relevant. (105)
10. Define stereotypes and explain their significance. (107-108)
11. Talk about the various ways different cultures perceive and use personal space, touching, and eye contact. (108-110)
12. Differentiate between role conflict, role exit and role strain, and provide examples of each. (111)
13. Know the key components of dramaturgy and discuss how people try to control other people’s impressions of them through sign-vehicles, teamwork, and face-saving behavior. (112-113)
14. Understand how and why ethnomethodologists examine different ways people use background assumptions to make sense out of everyday life. (114-116)
15. Explain what is meant by the “social construction of reality” and how it is related to the “Thomas theorem.” (117)
16. Know why both macrosociology and microsociology are essential to understanding social life. (119)

CHAPTER OUTLINE

I. Levels of Sociological Analysis
   A. Macrosociology places the focus on large-scale features of social structure. It investigates large-scale social forces and the effects they have on entire societies and the groups within them. It is utilized by functionalist and conflict theorists.
   B. Microsociology places the emphasis on social interaction, or what people do when they come together. Symbolic interactionism uses this level of analysis.
   C. Each yields distinctive perspectives, and both are needed to gain a more complete understanding of social life.

II. The Macrosociological Perspective: Social Structure
   A. Social structure is defined as the patterned relationships between people that persist over time. Behaviors and attitudes are determined by our location in the social
structure. Components of social structure are culture, social class, social status, roles, groups, and institutions.

B. Culture refers to a group's language, beliefs, values, behaviors, and gestures. It includes the material objects used by a group. It determines what kind of people we will become.

C. Social class is based on income, education, and occupational prestige. Large numbers of people who have similar amounts of income and education and who work at jobs that are roughly comparable in prestige make up a social class.

D. Social status refers to the positions that an individual occupies. A status may carry a great deal of prestige (judge or astronaut), or very little (gas station attendant or cook in a fast-food restaurant).
   1. Status set refers to all the statuses or positions that an individual occupies.
   2. Ascribed statuses are positions an individual either inherits at birth or receives involuntarily later in life. Examples include race, sex, and social class of parents.
   3. Achieved statuses are positions that are earned, accomplished, or involve at least some effort or activity on the individual's part. Examples include becoming a college president or a bank robber.
   4. Each status provides guidelines for how we are to act and feel.
   5. Status symbols are signs that people use who want others to recognize that they occupy a certain status. For example, wedding rings that are worn, fancy cars, living in expensive homes, etc.
   6. A master status—such as being male or female—cuts across the other statuses that an individual occupies. Status inconsistency is a contradiction or mismatch between statuses. A disability can become a master status for some. This condition can override other statuses and determines others’ perception of this person.

E. Roles are the behaviors, obligations, and privileges attached to a status. The individual occupies a status, but plays a role. Roles are an essential component of culture because they lay out what is expected of people, and as individuals perform their roles, those roles mesh together to form the society.

F. A group consists of people who regularly and consciously interact with one another and typically share similar values, norms, and expectations. When we belong to a group we give up to others at least some control over our lives.
   1. The control depends on the relationship and amount of interaction that we have with that group.

III. Social Institutions

A. Social institutions are society's standard ways of meeting its basic needs.
   1. The family, religion, law, politics, economics, education, science, medicine, and the military all are social institutions.
   2. In industrialized societies, social institutions tend to be more formal and in nonliterate societies, more informal.
   3. Each institution has its own groups, status, values, and norms.

B. Social institutions are sociologically significant because they set limits and provide guidelines for our behavior.

C. The mass media is an emerging social institution; it influences our attitudes toward social issues, other people, and even our self-concept. Of interest is who controls the mass media. Functionalists would say that the mass media represent the varied interests of the many groups that make up the nation, while conflict theorists would see that the interests of the political elite are represented.

D. The functionalists and conflict theorists differ in how they see social institutions.
1. Functionalist view social institutions as established ways of meeting group needs (or functional requisites), such as replacing members; socializing new members; producing and distributing goods and services; preserving order; and providing a sense of purpose.

2. Conflict theorists look at social institutions as the primary means by which the elite maintains its privileged position.

E. Changes in social structure occur as culture changes because of evolving values, new technologies, innovative ideas, and globalization.

F. Many sociologists have tried to find an answer to the question of what holds society together.

1. Emile Durkheim found the key to social cohesion, the degree to which members of a society feel united by shared values and other social bonds, in the concepts of mechanical solidarity and organic solidarity. Mechanical solidarity is a collective consciousness that people experience as a result of performing the same or similar tasks, while organic solidarity is a collective consciousness based on the interdependence brought about by an increasingly specialized division of labor—that is, how people divide up tasks.

2. Ferdinand Tönnies analyzed how intimate community (Gemeinschaft) was being replaced by impersonal associations (Gesellschaft). Gemeinschaft is a society in which life is intimate; a community in which everyone knows everyone else and people share a sense of togetherness and Gesellschaft is a society dominated by impersonal relationships, individual accomplishments, and self-interest.

3. These concepts are still relevant today, helping us understand contemporary events such as the rise of Islamic fundamentalism.

IV. The Microsociological Perspective: Social Interaction in Everyday Life

A. The microsociological approach places emphasis on face-to-face social interaction, or what people do when they are in the presence of one another.

B. Symbolic interactionists are interested in the symbols that people use to define their worlds, how people look at things, and how that affects their behavior. Included within this perspective are studies of stereotypes, personal space, and touching.

1. Stereotypes are used in everyday life. First impressions are shaped by the assumptions one person makes about another person's sex, race, age, and physical appearance. Such assumptions affect one's ideas about the person and how one acts toward that person. Stereotypes tend to be self-fulfilling — that is, they bring out the very kinds of behavior that fit the stereotype. They even have an impact on what we accomplish. People can also resist stereotypes and change outcomes.

2. Personal space refers to the physical space that surrounds us and that we claim as our own. The amount of personal space varies from one culture to another. Anthropologist Edward Hall found that Americans use four different distance zones: (1) Intimate distance (about 18 inches from the body) for lovemaking, wrestling, comforting, and protecting; (2) Personal distance (from 18 inches to 4 feet) for friends, acquaintances, and ordinary conversations; (3) Social distance (from 4 feet to 12 feet) for impersonal or formal relationships such as job interviews; and (4) Public distance (beyond 12 feet) for even more formal relationships such as separating dignitaries and public speakers from the general public.

3. From our culture, we learn rules about touching. Both the frequency and the meaning of touching vary from one culture to the next. Men and women react differently to being touched.
4. We protect our personal space by controlling eye contact.

C. Dramaturgy is an analysis of how we present ourselves in everyday life.
   1. Dramaturgy is the name given to an approach pioneered by Erving Goffman. Social life is analyzed in terms of drama or the stage.
   2. According to Goffman, socialization prepares people for learning to perform on the stage of everyday life. *Front stage* is where performances are given (wherever lines are delivered). *Back stage* is where people rest from their performances, discuss their presentations, and plan future performances.
   3. *Role performance* is the particular emphasis or interpretation that an individual gives a role, the person's "style." *Role conflict* occurs when the expectations attached to one role are incompatible with the expectations of another role—in other words, conflict between roles. *Role strain* refers to conflicts that someone feels within a role.
   4. *Impression management* is the person's efforts to manage the impressions that others receive of her or him.
   5. We tend to become the roles we play. Some roles become part of our self-concept. For some, when leaving a role such as a marriage, police work, the military, the role can become so intertwined that leaving it can threaten a person’s identity.
   6. Three types of *sign-vehicles* are used to communicate information about the self: (1) social setting — where the action unfolds, which includes scenery (furnishings used to communicate messages); (2) appearance — how a person looks when he or she plays his or her role, and this includes props which decorate the person; and (3) manner — the attitudes demonstrated as an individual plays her or his roles.
   7. Teamwork, which is when two or more players work together to make sure a performance goes off as planned, shows that we are adept players.
   8. When a performance doesn't come off, we engage in face-saving behavior, or ignoring flaws in someone's performance, which Goffman defines as tact.
   9. A face-saving technique that might be used is studied nonobservation in which a behavior might be completely ignored in order that neither person will face embarrassment.
   10. Impression management also occurs with families, businesses, colleges and even the government.

D. Ethnomethodology involves the discovery of rules concerning our views of the world and how people ought to act.
   1. Ethnomethodologists try to uncover people's background assumptions, which form the basic core of one's reality, and provide basic rules concerning our view of the world and of how people ought to act.
   2. Harold Garfinkel founded the ethnomethodological approach. He conducted experiments asking subjects to pretend that they did not understand the basic rules of social life in order to uncover others’ reactions and break background assumptions.

E. The social construction of reality refers to what people define as real because of their background assumptions and life experiences.
   1. Symbolic interactionists believe that people define their own reality and then live within those definitions.
   2. The Thomas theorem (by sociologist W. I. Thomas and Dorothy S. Thomas) states, "If people define situations as real, they are real in their consequences."
   3. Therefore, our behavior does not depend on the objective existence of something, but on our subjective interpretation or our definition of reality.
4. James Henslin and Mae Biggs conducted research to show that when physicians are performing gynecological exams they will socially construct reality so that the vaginal exams become nonsexual.

V. The Need for Both Macrosociology and Microsociology
   A. To understand human behavior, it is necessary to grasp both social structure (macrosociology) and social interaction (microsociology).
   B. Both are necessary to understand social life fully because each adds to our knowledge of human experience.

KEY TERMS
After studying the chapter, review the definition for each of the following terms.

achieved statuses: positions that are earned, accomplished, or involve at least some effort or activity on the individual's part (99)
ascribed statuses: positions an individual either inherits at birth or receives involuntarily later in life (99)
back stage: where people rest from their performances, discuss their presentations, and plan future performances (111)
background assumptions: deeply embedded common understandings, of how the world operates and of how people ought to act (115)
division of labor: the splitting of a group's or society's tasks into specialties (105)
dramaturgy: an approach, pioneered by Erving Goffman, analyzing social life in terms of drama or the stage; also called dramaturgical analysis (111)
ethnomethodology: the study of how people use background assumptions to make sense of life (115)
face-saving behavior: techniques used to salvage a performance that is going sour (113)
front stage: where performances are given (111)
functional requisites: the major tasks that a society must fulfill if it is to survive (103)
Gemeinschaft: a type of society in which life is intimate; a community in which everyone knows everyone else and people share a sense of togetherness (105)
Gesellschaft: a type of society dominated by impersonal relationships, individual accomplishments, and self-interests (105)
group: people who have something in common and who believe that what they have in common is significant; also called a social group (101)
impression management: people's efforts to control the impressions that others receive of them (111)
macrosociology: analysis of social life that focuses on broad features of society, such as social class and the relationships of groups to one another; usually used by functionalist and conflict theorists (97)
master status: a status that cuts across the other statuses that an individual occupies (100)
mechanical solidarity: Durkheim’s term for the unity (a shared consciousness) that people feel as a result of performing the same or similar tasks (105)
microsociology: analysis of social life focusing on social interaction; an approach usually used by symbolic interactionists (97)
organic solidarity: the interdependence that results from the division of labor – people needing others to fulfill their jobs (105)
role: the behaviors, obligations, and privileges attached to a status (100)
role conflict: conflict that someone feels between roles because the expectations attached to one role are incompatible with the expectations of another role (111)
role performance: the ways in which someone performs a role within the limits that the role provides; showing a particular "style" or "personality" (111)
role strain: conflicts that someone feels within a role (111)
social class: according to Weber, a large group of people who rank close to one another in wealth, power and prestige; according to Marx, one of two groups: capitalists who own the means or production or workers who sell their labor (99)
social construction of reality (the): the process by which people use their background assumptions and life experiences to define what is real (117)
social institution: the organized, usual, or standard ways by which society meets its basic needs (101)
social integration: the degree to which members of a group or a society feel united by shared values and other social bonds; also known as social cohesion (105)
social interaction: people's interaction with one another (97)
social structure: the framework that surrounds us, consisting of the relationships of people and groups to one another, which give direction to and set limits on behavior (97)
status: the position that someone occupies in society or a social group (99)
status inconsistency (or discrepancy): ranking high on some dimensions of social class and low on others (100)
status set: all of the statuses or positions that an individual occupies (99)
status symbols: items used to identify a status (100)
stereotype: assumptions of what people are like whether true or false (108)
teamwork: the collaboration of two or more persons to manage impressions jointly (113)
Thomas theorem: William I. and Dorothy S. Thomas’ classic formulation of the definition of the situation: “If people define situations as real, they are real in their consequences.” (117)

KEY PEOPLE
Review the major theoretical contributions or findings of these people.

Elijah Anderson: In a series of books, Anderson has studied the lives of inner city residents (Streetwise and Code of the Streets) and suggests that their world is organized around the same norms and beliefs that characterize our wider society. (96)
William Chambliss: Chambliss used macro and microsociology to study high school gangs and found that social structure and interaction explained the patterns of behavior in these groups. (119)
Emile Durkheim: Durkheim identified mechanical and organic solidarity as the keys to social cohesion. As societies get larger, they divide up work and this division of labor makes people depend on one another. (105)
Helen Ebaugh: Ebaugh interviewed people who were no longer performing a role that had once been central in their lives — people whose marriages had ended, people who had left jobs and careers as police officers, military personnel, or religious orders. Since these roles were so critical, she found that many of them struggled to define their very identity as a result of the loss of these roles. (111)
Harold Garfinkel: Garfinkel is the founder of ethnomethodology; he conducted experiments in order to uncover people's background assumptions. (116-117)
Erving Goffman: Goffman developed dramaturgy, the perspective within symbolic interactionism that views social life as a drama on the stage. (111-113)
Edward Hall: This anthropologist found that personal space varied from one culture to another and that North Americans use four different "distance zones." (108)
James Henslin and Mae Biggs: The author of your text, along with gynecological nurse Biggs, researched how doctors and patients constructed the social reality of vaginal examinations in order to define these exams as nonsexual. (117-118)

Elliot Liebow: This sociologist studied street-corner men and found that their lives are not disorganized, but influenced by the same norms and beliefs of the larger society. (96)

Mark Snyder: Snyder carried out research in order to test whether stereotypes are self-fulfilling; he found that subjects were influenced to behave in a particular way based on their stereotypes. (109)

W. I. Thomas and Dorothy S. Thomas: These sociologists said that "If people define situations as real, they are real in their consequences." (117)

Ferdinand Tönnies: Tönnies analyzed different types of societies that existed before and after industrialization. He used the terms Gemeinschaft and Gesellschaft to describe the two types of societies. (105-108)

STUDENT APPLICATION PROJECTS
This is your opportunity to apply the sociological perspective to the world around you. The projects in this section refer to material introduced in this chapter of your text. These projects help you to apply the sociological perspective “down to earth...down to your daily life.”

1. Once you have finished reading this chapter, try and analyze the statuses, roles, and so on in your own life. How does when and where you were born affect your life? What are your current statuses and roles? What kinds of role conflict or role strain have you experienced in these roles? Do you think your situation would be different if you had a different ascribed status? For example, would your situation different if you had been born a member of the opposite sex?

2. What are some things you do on a daily basis to practice impression management? Have you ever had a case where your attempts to manage impressions backfired? Explain. What types of face-saving behavior did you use afterwards? Explain.

3. Think about the background assumptions that you hold. What are the advantages to having background assumptions and having others follow through with those assumptions? Are there situations where there might be disadvantages to having background assumptions? Why is it so important to us that others hold the same background assumptions.

SELF-TEST
After completing this self-test, check your answers against the Answer Key beginning on page 353 of this Study Guide and against the text on the page(s) indicated in parentheses.

MULTIPLE CHOICE QUESTIONS
1. Which of the following statements applies to microsociology? (96)
   a. It focuses on social interaction.
   b. It investigates large-scale social forces.
   c. It focuses on broad features of social structure.
   d. It is used by functionalists and conflict theorists.
2. Which level of analysis do sociologists use to study individuals? (96)
   a. dramaturgy
   b. ethnomethodology
   c. macrosociology
   d. microsociology

3. You want to research the perceptions that different social classes have of each other in the United States. Which would you use? (96-97)
   a. macrosociology
   b. microsociology
   c. functionalism
   d. conflict perspective

4. Which of the following statements about social structure is incorrect? (97-98)
   a. The sociological significance of social structure is that it guides our behavior.
   b. People learn their behaviors and attitudes because of their location in the social structure.
   c. An individual’s behaviors and attitudes are due to biology (one’s race or sex, for instance) as much as it is due to his/her location in the social structure.
   d. The social structure, or the framework of society, exists before we are born and will continue to exist after we die.

5. Social Class is based on all the following except: (99)
   a. income.
   b. education.
   c. occupational prestige.
   d. age.

6. When you hear the word status, you are likely to think of __________. (99)
   a. social class
   b. prestige
   c. role
   d. influence

7. A person is simultaneously a daughter, a wife, and a mother. All together, what are these? (99-100)
   a. social status
   b. social class
   c. status position
   d. status set

8. Which of the following describe an individual's race, gender, and inherited social class? (99-100)
   a. ascribed statuses
   b. achieved statuses
   c. status inconsistencies
   d. status incongruities
9. Once you finish your education, you will move into some kind of occupation or profession — that is, perhaps one based on your educational training. This job or career you will eventually hold is considered a(n): (99)
   a. voluntary membership.
   b. involuntary membership.
   c. ascribed status.
   d. achieved status.

10. Wedding rings, military uniforms, and clerical collars are all examples of: (100)
    a. social stigma.
    b. social class.
    c. status symbols.
    d. achieved statuses.

11. Which of the following statements regarding status symbols is incorrect? (100)
    a. Status symbols are signs that identify a status.
    b. Status symbols often are used to show that people have "made it."
    c. Status symbols are always positive signs or people would not wear them.
    d. Status symbols are used by people to announce their statuses to others.

12. In contemporary America, if you had the following status set, which one would very likely be your master status? (100)
    a. close friend
    b. student
    c. ex-convict
    d. son

13. Under what conditions is status inconsistency most likely to occur? (100)
    a. When a contradiction or mismatch between statuses exists.
    b. When we know what to expect of other people.
    c. When a person wears too many status symbols at once.
    d. When a society has few clearly defined master statuses.

14. What do we call the behaviors, obligations, and privileges attached to statuses? (100-101)
    a. status sets
    b. master statuses
    c. status differentiations
    d. roles

15. A ________ consists of people who regularly interact with one another. (101)
    a. group
    b. role
    c. status
    d. status set

16. Which of the following is false about social institutions: (101-102)
    a. education is informally structured
    b. they tend to be more formal
    c. they include economics and science
    d. they have their own statuses, values, and norms
17. According to _______, social institutions are used by the elite for its own advantage? (104)
   a. functionalists  
   b. conflict theorists  
   c. symbolic interactionists  
   d. dramaturgists

18. Which of the following would be found in a society characterized by organic solidarity? (105)
   a. a highly specialized division of labor  
   b. members who are interdependent on one another  
   c. a high degree of impersonal relationships  
   d. All of the above.

19. What type of society is it where everyone knows everyone else, they conform because they are sensitive to others’ opinions and want to avoid gossip, and they are comforted by being part of an intimate group? (105)
   a. Gemeinschaft  
   b. Gesellschaft  
   c. mechanical society  
   d. organic society

20. Which of the following statements about stereotypes is incorrect? (107-108)
   a. When you first meet someone, the assumptions you have about certain social characteristics have a tendency to shape your first impressions of that person.  
   b. Stereotypes are unlikely to be self-fulfilling.  
   c. Stereotypes can have an impact on what we are able to accomplish because they influence how others’ behave toward us.  
   d. People are able to resist stereotypes and change outcomes.

21. Hall observed that North Americans used different distance zones. The “zone” that marks the impersonal or formal relationship is: (108)
   a. social distance zone.  
   b. the intimate zone.  
   c. the personal distance zone.  
   d. the public distance zone.

22. According to Goffman, where do we go when we want to be ourselves? (111)
   a. front stage  
   b. back stage  
   c. inside the drama  
   d. outside the drama

23. Susan is a college student who takes classes in the evening after work. One day her boss asks her to move from working days to working evenings; he wants her to work the same hours as she is supposed to be in class. In this situation, what is Susan experiencing? (111)
   a. role strain  
   b. role performance  
   c. role demands  
   d. role conflict
24. The professor poses a question in class. You know the answer and want to raise your hand but are afraid that if you do, you will show up the other students in the class. What are you experiencing in this situation? (111)
   a. role strain
   b. role conflict
   c. role distance
   d. role performance

25. Which of the following statements apply to social setting, appearance, and manner? (112-113)
   a. They are less important than role performance for impression management.
   b. They are sign-vehicles used by individuals for managing impressions.
   c. They are more important for females than males.
   d. They are techniques for saving face when a performance fails.

26. If you went to your doctor’s office and he/she started cutting your hair this would be an example of violating: (115)
   a. face-saving behavior
   b. impression management
   c. a master status.
   d. background assumption

27. He encouraged his students to act as though they did not understand the basic rules of social life. (116)
   a. Harold Garfinkel
   b. Erving Goffman
   c. Edward Hall
   d. W. I. Thomas

28. The research done by James Henslin and Mae Biggs demonstrated: (117)
   a. background assumptions are so deeply embedded in our consciousness that it is virtually impossible for sociologists to ever determine what they are.
   b. the social construction of reality regarding vaginal examinations
   c. people use common sense understandings to make sense out of their lives when visiting their doctors
   d. people are comfortable when interchanging roles

29. Within which sociological perspective would you place the Thomas theorem? (117)
   a. functionalism
   b. conflict theory
   c. symbolic interactionism
   d. exchange theory
30. What did the research on the Saints and the Roughnecks demonstrate? (119)
   a. Social class is unimportant when it comes to encounters with teachers, police, and the
general community.
   b. The reputations that the boys acquired as teenagers disappeared once they reached
adulthood.
   c. The Saints were significantly less delinquent than the Roughnecks because they came
from more solid middle-class families.
   d. To understand what happened to the boys in the study, William Chambliss analyzed
both the social structure and the patterns of social interaction that characterized their
lives.

TRUE-FALSE QUESTIONS

1. _____ Social structure has little impact on the typical individual. (97)
2. _____ A person's ideas, attitudes, and behaviors largely depend on his or her social class.
   (99)
3. _____ To sociologists, the terms "social class" and "social status" mean the same thing. (99)
4. _____ Being a student is an example of an achieved status. (99)
5. _____ The purpose of status symbols is to tell the world that you've made it to a particular
place in society. (100)
6. _____ Being male or female is not considered a master status. (100)
7. _____ You occupy a status, but you play a role. (101)
8. _____ Groups generally don't have that much control over many aspects of our behavior.
   (101)
9. _____ Sociologists have identified five basic social institutions in contemporary societies.
   (102)
10. ____ The mass media is an emerging social institution. (103)
11. ____ There are six functional requisites that each society must fulfill to survive. (103)
12. ____ Gemeinschaft society is characterized by impersonal, short-term relationships. (105)
13. ____ We have a tendency to make assumptions about a person based on his or her visible
features; these stereotypes may affect how we act toward that person. (107-108)
14. ____ The amount of personal space people prefer varies from one culture to another. (110)
15. ____ Researchers have found that lower-status individuals tend to touch more, because
touching is a way of claiming more status. (110)
16. ____ According to the dramaturgy, back stages are where we can let our hair down. (111)
17. ____ The same setting will rarely serve as both a back and a front stage. (111)
18. ____ Role conflict is a conflict that someone feels within a role. (111)
19. ____ Studied non-observance is a form of face-saving. (111)
20. ____ Sociologists have discovered that both macro and micro sociological perspectives are
important in understanding human behavior. (119)

FILL-IN-THE-BLANK QUESTIONS

1. __________________ places the focus on broad features of society. (96)
2. __________________ is what people do when they are in the presence of one another. (96)
3. The down-to-earth sociology box on football mirrors social ____________. (98)
4. Income, educated, and occupational prestige indicate ____________. (99)
5. A ________________ is one that cuts across the other statuses you hold. (99)
6. __________ are the behaviors, obligations, and privileges attached to a status. (99)
7. __________ view social institutions as working together to meet universal needs. (101-102)
8. _____________ is the degree to which members of a society feel united by shared values and other bonds. (103)

9. As societies get larger, their _____________ becomes more specialized. (105)

10. Ferdinand Tönnies used the term _______________ to refer to societies dominated by impersonal relations, individual accomplishments, and self interest. (105)

11. Hall and Hall found that North Americans use four different _______________. (110)

12. When two or more people collaborate to manage impressions jointly, this is referred to as _______________. (113)

13. Goffman called the techniques that we use to salvage a performance that is going bad as _______________. (113)

14. _______________ is the study of how people use their background assumptions to make sense of life. (115)

15. What people define as real because of their background assumptions and life experiences is the __________________. (117)

MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

_____ 1. James Henslin and a. developed dramaturgy
     Mae Biggs
_____ 2. Ferdinand Tönnies b. researched the social construction of reality regarding vaginal exams
     _____ 3. Erving Goffman c. used macro and microsociology to study high school gangs
     _____ 4. Harold Garfinkel d. studied the lives of inner city residents
     _____ 5. William Chambliss e. described Gemeinschaft and Gesellschaft societies.
     _____ 6. Edward Hall f. studied street-corner men
     _____ 7. Elijah Anderson g. known for the statement, “If people define situations as real, they are real in their consequences.”
     _____ 8. Elliot Leibow h. an anthropologists who did research on personal space
     _____ 9. Mark Snyder i. carried out research to discover whether or not stereotypes are self-fulfilling
     _____ 10. W. I. Thomas j. founder of ethnomethodology

ESSAY QUESTIONS

1. Choose a research topic and discuss how you approach this topic using both macrosociological and microsociological approaches.

2. The concept of a social structure is often difficult to grasp. Yet the social structure is a central organizing feature of social life. Identify the ways in which it takes shape in our society and in our lives.

3. Today we can see many examples of people wanting to recreate a simpler way of life. Using Tönnies' framework, analyze this tendency.

4. Assume that you have been asked to give a presentation to your sociology class on Goffman's dramaturgy approach. Describe what information you would want to include in such a presentation.

5. Differentiate between role conflict, role exit, and role strain and give examples.