MCAT Standards Mapping Guide

***To instructors and students using this resource:***

*In 2015, the MCAT (Medical College Admission Test) began to include the social and behavioral sciences (Section 3 Psychological, Social, and Biological Foundations of Behavior). Sociological content constitutes thirty percent of Section 3. This material is organized under four Foundational Concepts with a range of subtopics known as “Content Categories.” The four Foundational Concepts are:*

* [Foundational Concept 7](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-7/): Biological, psychological, and sociocultural factors influence behavior and behavior change.
  + [Read more about Foundational Concept 7](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-7/)
* [Foundational Concept 8](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-8/): Psychological, sociocultural, and biological factors influence the way we think about ourselves and others, as well as how we interact with others.
  + [Read more about Foundational Concept 8](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-8/)
* [Foundational Concept 9](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-9/): Cultural and social differences influence well-being.
  + [Read more about Foundational Concept 9](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-9/)
* [Foundational Concept 10](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-10/): Social stratification and access to resources influence well-being.
  + [Read more about Foundational Concept 10](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-10/)

*This guide links the four MCAT Foundational Concepts and Subtopics to appropriate text chapters. It is organized in a chapter-by-chapter manner. It first summarizes the main topics covered in each chapter, and then shows the relevant MCAT topics below the summary. Each chapter entry also contains resources that allow students to understand and explore specific topic areas in more detail. These resources include tutorials, graphics, fact sheets, news, and journal articles. Some of these resources fill in material that a chapter covers only briefly but that the MCAT includes in the content category area. Many of the resources make explicit connections to health.*

*Because each chapter covers theoretical perspectives, they are introduced as the primary material of Chapter 1 and highlighted where they become particularly salient or detailed in the chapters that follow.*

*The MCAT also tests four different scientific inquiry skills. These are also detailed at the end of this document. Chapter 3 is crucial for developing students proficiency’s in this skill based area.*

# Chapter 1: Taking a New Look at a Familiar World

Chapter 1 introduces students to the sociological imagination and the sociological approach, exploring and applying the sociological insights of Durkheim’s study of suicide and suicide typologies. Chapter 1 introduces concepts of “anomie” and “micro/macro.” As such, it is linked to Foundational Concept 7 Content Category 7B and Foundational Concept 9 Content Category 9A. The resources below provide some additional supplementary materials for an introduction to thinking sociologically.

## MCAT Foundational Standards/Subtopics

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| [**Content Category 7B**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-7b/)**: Social processes that influence human behavior**   * + Normative and non-normative behavior     - * + Anomie   [**Content Category 9A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/)**: Understanding social structure**   * Theoretical Approaches   + Micro versus macro\* [***Note, each chapter of this book reviews micro/macro connections***]. |

## For Further Research and Exploration

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| * **What Is Sociology?**   http://www.asanet.org/about-asa/asa-story/what-sociology  The American Sociological Association link provides a definition of Sociology and a link to the latest insights in Sociological topics. This site also addresses the role of Sociology in the MCAT.   * **Ted Talk: The Wisdom of Sociology: Sam Richards at TEDxLacador**   <https://youtu.be/gWD6g9CV_sc> Sociologist Sam Richards enlists sociological insights to reveal the crucial way in which society shapes individuals and their decisions, even with one as personal as suicide.Macrosociology Versus Microsociology<https://www.youtube.com/watch?v=-BVeSykcQeE> This short YouTube clip differentiates between macro and micro sociology. Produced collaboratively by the Association of American Medical Colleges and Khan University, it also touches on functionalism, conflict, and symbolic interaction theories. |

# Chapter 2: Seeing and Thinking Sociologically

## Chapter 2 emphasizes the importance of understanding the reciprocal relationships between individuals and society. This chapter introduces a number of important concepts relevant to MCAT content categories. These include the main theoretical approaches in sociology covered in Foundational Concept 9, Content Category 9A. [Note: this chapter does not introduce rational choice theory, which is on the MCAT. That theory is provided in a link below]. Chapter 2 also addresses social institutions and culture. This chapter also addresses statuses and roles, groups, organizations, and social institutions. It is linked with most of the terms and ideas in Foundational Concept 8, Content Category 8 C. Finally, Chapter 2 also broaches social norms, linking it to Foundational Concept 7, Content Category 7B.

## MCAT Foundational Standards/Subtopics

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| [**Content Category 8C**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8c/)**: Social interactions**   * + Elements of Social Interaction     - Status       * Types of statuses (ascribed/achieved)     - Role       * Role conflict and role strain       * Role exit     - Groups       * Primary and secondary groups       * In-group versus out-group       * Group size (dyads, triads)     - Networks     - Organizations   [**Content Category 9A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/)**: Understanding social structure**   * Theoretical Approaches   + Micro versus macro   + Functionalism   + Conflict   + Symbolic interactionism   + Social constructionism   + Feminist theory * Social Institutions * CultureElements of culture (beliefs, language, rituals, symbols, values) * [**Content Category 7B**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-7b/)**: Social processes that influence human behavior**   + Normative and Non-normative behavior     - Social norms |

## For Further Research and Exploration

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| * **Sociological Theories**   <https://quizlet.com/9936274/sociological-theories-unit-1-flash-cards/>  This series of flash cards allows students to review functionalism, conflict, symbolic interactionism, and exchange theories.   * **Rational Choice Exchange Theory**   <https://www.khanacademy.org/video/rational-choice-exchange>  This 7-min clip explains and critiques rational choice theory. Produced collaboratively by the Association of American Medical Colleges and Khan University.   * **Role Strain and Role Conflict**   <https://www.khanacademy.org/video/role-strain-and-role-conflict>  This 2-min clip provides a brief discussion of role strain, role conflict, and primary and secondary groups. It was produced collaboratively by The Association of American Medical Colleges and Khan University.   * **What Are Social Groups and Social Networks?**   <https://www.khanacademy.org/test-prep/mcat/society-and-culture/social-structures/a/what-are-social-groups-and-social-networks>  This is a brief text and graphic overview of primary and secondary groups, in-groups, out-groups, networks, and homophily. It was produced collaboratively by The Association of American Medical Colleges and Khan University. |

# Chapter 3: Building Reality: The Social Construction of Knowledge

## Chapter 3 focuses on the social construction of reality. As such, it helps students better understand Foundational Concept 9, Content Category A “Social constructionism.” Chapter 3 also explores as sociological research. A section of this chapter introduces the students to qualitative and quantitative research methods of sociology. As such, it is tied to all four skill categories explored in the MCAT Scientific Inquiry and Reasoning Skills section at the end of this document (see Appendix A). The resources below provide some additional supplementary materials for an introduction to thinking sociologically.

## MCAT Foundational Standards/Subtopics

## (Also See Appendix B)

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| [**Content Category 9A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/)**: Understanding social structure**   * **Theoretical Approaches**    + Micro versus macro   + Social constructionism |

## For Further Research and Exploration

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| * **Social Construction**   <https://youtu.be/GVVWmZAStn8>  This ten-minute YouTube clip provides a detailed exploration of the concept of social construction. It was compiled by two sociologists, Gwen Sharp and Lisa Wade, the founder of the very popular Sociological Images website. Sociological Images provides a huge repository of sociological concepts made visual and is an excellent additional resource for MCAT users (https://thesocietypages .org/socimages/). Adventures in Garbage Millennial Confirmation Bias <https://thesocietypages.org/socimages/2017/04/03/adventures-in-garbage-millennial-confirmation-bias/>  This brief article highlights the problems of confirmation bias in several journalist accounts of millennial men and sexist notions of gender, or “millennials as garbage.” Observational Studies and Experiments<https://www.khanacademy.org/math/probability/study-design-a1/observational-studies-experiments/a/observational-studies-and-experiments> This video tests students’ knowledge of the difference between observational studies and experiments. It was produced collaboratively by The Association of American Medical Colleges and Khan University.   * **Correlation and Causality**   <https://www.khanacademy.org/video/correlation-and-causality>.  This ten-minute video explores the difference between correlations and causality. It was produced collaboratively by The Association of American Medical Colleges and Khan University.   * **MCAT Psychology and Sociology Statistics Review**   <http://schoolbag.info/test/mcat/9.html>  This website provides accessible and useful information about the level of statistical knowledge statistics required on the MCAT. |

# Chapter 4: Building Order: Culture and History

Chapter 4 focuses on the dimensions of culture, cultural expectations, social order and cultural variation. Chapter 4 is connected to MCAT Foundational Concept 7, Content Category 7 B and MCAT Foundational Concept 9, [Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/). (\*Note: Chapter 4 does not cover evolution and human culture--topics that contained in Content Category are on the MCAT. The “Evolution and Human Culture” video link below provides a brief overview of that topic area). Chapter 4 further addresses ethnocentrism. As such, it links to MCAT Foundational Concept 8, Content Category 8B.

## MCAT Foundational Standards/Subtopics

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| [**Content Category 7B**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-7b/)**: Social processes that influence human behavior**   * + **Normative and Non-normative behavior**     - Social norms       * Sanctions       * Folkways, mores   [**Content Category 8B**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8b/)**: Social thinking**   * + - Ethnocentrism   [**Content Category 9A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/)**: Understanding social structure**   * **Theoretical Approaches**    + Micro versus macro * **Social Institutions** * Health and medicine   + The sick role * **Culture**    + - Elements of culture (beliefs, language, rituals, symbols, values)     - Material versus symbolic culture     - Cultural lag     - Culture shock     - Assimilation     - Multiculturalism     - Subcultures     - Evolution and human culture\* |

## For Further Research and Exploration

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| * **Evolution and Human Culture**   <https://www.khanacademy.org/test-prep/mcat/society-and>culture/culture /v/evolution-and-human-culture  This basic 5-min video collaboration provides a brief discussion of culture, cultural universals, human culture, and evolution. It was produced collaboratively by The Association of American Medical Colleges and Khan University.   * **Ethnocentrism and Cultural Relativism In-Group and Out-Group**   <https://www.khanacademy.org/video/ethnocentrism-and-cultural-relativism-in-group-and-out-group>  This basic 8-min video provides a brief discussion of ethnocentrism, cultural relativism, in-group, out-groups, and suggests connections with discrimination. It was produced collaboratively by The Association of American Medical Colleges and Khan University.   * **Jim Goes to College Subculture**   <https://www.khanacademy.org/test-prep/mcat/society-and-culture/culture/v/jim-goes-to-college-subculture>  This brief 2-min video uses the example of a student named Jim to examine and apply the subculture concept. It was produced collaboratively by The Association of American Medical Colleges and Khan University. |

# Chapter 5: Building Identity: Socialization

Chapter 5 explores socialization and the development of self. It examines the array of agents of socialization that shape social selves and behavioral choices. It examines the role of socialization in stratification across class, race, and gender. It explores the ways in which socialization may differ across institutions (family, education, religion, mass media), in total institutions and across the life course. It covers theories of self, role taking and looking glass self. Chapter 5 also addresses social interaction, presentation of self, and group interactions. As such, it is most linked to MCAT [Foundational Concept](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-8/) 8 Content Categories A and C. Chapter 5 also highlights macro and micro connections in the form of girls and boys toys. As such, it is tied to Foundational Concept 9, Content Category 9A.

## MCAT Foundational Standards/Subtopics

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| [**Content Category 8A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8a/)**: Self-identity**   * Self-concept, self-identity, and social identity   + Different types of identities (race/ethnicity; gender, age, sexual orientation, class) * Formation of identity   + Theories of identity development (e.g., social)   + Influence of social factors on identity formation     - Influence of individuals (imitation, looking glass self, role taking)     - Influence of culture and socialization on identity formation   [**Content Category 8C**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8c/)**: Social interactions**   * + Elements of social interaction     - Role       * Role conflict and role strain   [**Content Category 9A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/)**: Understanding social structure**   * Theoretical approaches   Micro versus macro |

## For Further Research and Exploration

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| * **Charles Cooley Looking Glass Self**   <https://www.khanacademy.org/test-prep/mcat/individuals-and-society/self-identity/v/charles-cooley-looking-glass-self>  This 3-min clip explains and applies Cooley’s Looking Glass Self. It was produced collaboratively by The Association of American Medical Colleges and Khan University.   * **George Herbert Mead I and Me**   <https://www.khanacademy.org/video/george-herbert-mead-the-i-and-the-me>  This 5-min clip provides a brief discussion of preparatory, play, and game stages and the I and the Me. Produced collaboratively by The Association of American Medical Colleges and Khan University.   * **Social Reproduction**  <https://www.khanacademy.org/video/social-reproduction> This basic 5-min video collaboration provides a brief discussion of social capital, social reproduction, and cultural capital. It was produced collaboratively by The Association of American Medical Colleges and Khan University. |

# Chapter 6: Supporting Identity: The Presentation of Self

## Chapter 6 focuses on the presentation of self. It explores impression management, dramaturgy, and verbal and non-verbal communication. Chapter 6 also examines spoiled identity and stigma. Chapter 6 makes significant connections to Foundational Concept 8, Content Categories B and C.

## MCAT Foundational Standards/Subtopics

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| [**Content Category 8B**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8b/)**: Social thinking**   * + **Prejudice and bias**     - Stigma * [**Content Category 8C**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8c/)**: Social interactions**   + - **Self-presentation and interacting with others**       * Expressing and detecting emotion         + The role of gender in the expression and detection of emotion         + The role of culture in the expression and detection of emotion       * Presentation of the self         + Impression management         + Front stage versus back stage (dramaturgical approach)       * Verbal and nonverbal communication |

## For Further Research and Exploration

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| * **Impression Management**   <https://www.khanacademy.org/video/impression-management>  This 4-min clip provides a brief discussion of the dramaturgical approach, front stage, back stage, and impression management. It was produced collaboratively by The Association of American Medical Colleges and Khan University.   * **The Public Stigma of Mental Illness**   Pescosolido, B. (2013). The public stigma of mental illness: What do we think; What do we know; What can we prove? *Journal of Health and Social Behavior*, *54*(1), 1–21. <http://doi.org/10.1177/0022146512471197>  This article explores the general population’s attitudes and beliefs around the stigma of mental health. Using data from the General Social Survey it addresses attitudes, discrimination, stigma, and the sociology of mental health, all useful areas for students studying for the MCAT. |

# Chapter 7: Building Social Relationships: Intimacy and Families

Chapter 7 introduces key terms and concepts used in the sociological study of families. It explores historical trends in families, diversity in family forms, trends in marriage and divorce, and violence in families. Chapter 7 also highlights macro and micro connections in the form of Facebook Friends and marriage equality. This chapter corresponds with some of the content in MCAT Foundational Concept 9, Content Category 9A.

## MCAT foundational Standards/Subtopics

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| [**Content Category 9A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/)**: Understanding social structure**  Theoretical Approaches   * Micro versus macro   Social Institutions   * Family   + Forms of kinship   + Diversity in family forms   + Marriage and divorce   + Violence in the family (e.g., child abuse, elder abuse, spousal abuse) |

**For Further Research and Exploration:**

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| * **National Coalition Against Domestic Violence**   <http://www.ncadv.org/>  This national resource offers a wide variety of applicable insights, research, and other links around domestic (family) violence.   * **The Most Detailed Map of Gay Marriage in America**   <http://www.nytimes.com/2016/09/13/upshot/the-most-detailed-map-of-gay-marriage-in-america.html?hp=>  *New York Times* September 2016 map helps student visualize gay marriage in the United States by revealing state by state patterns.   * **MCAT Social Institutions Flash Cards**   [**https://quizlet.com/139758352/mcat-sociology-social-institutions-flash-cards/**](https://quizlet.com/139758352/mcat-sociology-social-institutions-flash-cards/)  This series of flash cards allows students to review MCAT information around social institutions such as education, family, and religion.   * **Social Institutions: Education, Family, and Religion**   <https://www.khanacademy.org/video/institutions-education-family-religion>  This six-minute video provides a brief overview of education as a social institution, briefly addressing hidden curriculum, teacher expectancy, and educational segregation. It is collaboration between The Association of American Medical Colleges and Khan University.   * **Families’ Journeys to Accepting Transgender Children, Mothers Play Key Advocacy Role**   <http://www.asanet.org/press-center/press-releases/study-examines-families-journeys-accepting-transgender-children-mothers-play-key-advocacy-role>  Families are key agents of socialization. This brief press release shows the results of a study indicating the impact of gender on family acceptance of transgender children. |

# Chapter 8: Constructing Difference: Social Deviance

Chapter 8 explores how deviance is defined, sociological theories of deviance and crime, and deviance, power, and social control. It also how the medical profession defines and treats deviance through the concept of medicalization. Chapter 8 also examines norms, labels, judgements, and social control. Chapter 8 also highlights macro and micro connections in the form of sexual abuse and the clergy and pharmaceutical personalities. As such, it introduces a concepts tied to MCAT [Foundational Concept 7](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-7/), [Content Category 7B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-7b/); MCAT Foundational Concept [8,](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-7/) Content Category 8B; and MCAT Foundational Concept 9, Content Category A.

## MCAT Foundational Standards/Subtopics

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| [**Content Category 7B**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-7b/)**: Social processes that influence human behavior**   * + **How the Presence of Others Affects Individual Behavior**     - * + Social control         + Peer pressure         + Conformity         + Obedience   + **Normative and Non-normative behavior**     - * Social norms         + Sanctions         + Folkways, mores, taboos       * Deviance         + Perspectives on deviance (labeling theory, strain theory)   [**Content Category 8B**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8b/)**: Social thinking**   * + - Stigma   [**Content Category 9A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/)**: Understanding social structure**  Theoretical Approaches   * Micro versus macro   Social Institutions   * Health and medicine   + Medicalization |

## For Further Research and Exploration

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| Race and the Criminalization of Opium, Marijuana, and More<https://thesocietypages.org/socimages/2015/06/26/vintage-ads-for-cocaine-and-opium-as-medicines/> This *Sociological Images* piece graphically shows the social construction of deviance and criminal behavior around chemical substances such as opium, marijuana, and others that have been banned, either made illegal, or sold as cures for illness. Also featured is racialization of deviance. Normative and Non-Normative Behavior: Perspectives on Deviancehttps://www.khanacademy.org/test-prep/mcat/behavior/normative-and-non-normative-behavior/v/perspectives-on-deviance This basic 6-min video collaboration between The Association of American Medical Colleges and Khan University provides a refresher on deviance, symbolic interaction, differential association, labeling theory, and strain theory.   * **The Public Stigma of Mental Illness**   Pescosolido, B. (2013). The public stigma of mental illness: What do we think; What do we know; What can we prove? *Journal of Health and Social Behavior*, *54*(1), 1–21. <http://doi.org/10.1177/0022146512471197>  This article explores the general population’s attitudes and beliefs around the stigma of mental health. Using data from the General Social Survey it addresses attitudes, discrimination, stigma, and the sociology of mental health, all useful areas for students studying for the MCAT.   * **Mental Illness and Stigma: A Fact Sheet**   <http://www.fccmh.org/resources/docs/MentalIllnessandStigma.pdf>  This fact sheet by the Florida Council provides examples of how mental illness is stigmatized in society and the impact of this stigma.   * **Illness of Deviance? Drug Courts, Drug Treatment, and the Ambiguity of Addiction.**   Murphy, J. 2015. *Illness or deviance? Drug courts, drug treatment, and the ambiguity of addiction*. Philadelphia, PA: Temple University Press.  This book examines the social construction of illness and deviance around drug treatment and drug addiction and its consequences. |

# Chapter 9: The Structure of Society: Organizations, Social Institutions, and Globalization

## Chapter 9 highlights the interplay between individuals and institutions, examining the structure of formal organizations, social institutions, and globalization. Chapter 9 discusses the components of social structure as they apply to education (organizations, groups, statuses, role expectations, cultural beliefs, and institutionalized norms). As such, it connects to Foundational Concept 8, Content Category 8C. It also addresses bureaucracy and McDonaldization. It explores the micro/macro connection in the example of the hospital, connecting to Foundational Concept 9, Content Category 9 A. It also examines the impact of globalization by looking at multinational corporations and the influence on the institutions of education and religion. It connects, therefore, to Foundational Concept 9, Content Category 9 B.

## MCAT Foundational Standards/Subtopics:

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| [**Content Category 8C**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8c/)**: Social interactions**   * + **Elements of Social interaction**     - Status       * Types of statuses (ascribed/achieved)     - Role       * Role conflict and role strain       * Role exit     - **Groups**     - **Networks**     - **Organizations**        * Formal organization       * Bureaucracy         + Characteristics of an ideal bureaucracy         + Perspectives on bureaucracy (e.g., iron law of oligarchy, McDonaldization)   [**Content Category 9A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/)**: Understanding social structure**   * Theoretical Approaches   Micro versus macro\*  [**Content Category 9B**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/)**: Demographic characteristics and processes**  Social movements   * + Globalization   Factors contributing to globalization (communication technology, economic interdependence) |

## For Further Research and Exploration

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| The Sociology of Max Weber<http://academic.udayton.edu/RichardGhere/POL%20307/weber.htm> This article provides an overview of Max Weber’s Sociology including ideal types and bureaucracy.   * **Organizations and Bureaucratization**   <https://www.khanacademy.org/video/organizations-and-bureaucratization>  This 5-min clip provides a brief discussion of utilitarian, coercive, and normative organizations. It addresses bureaucracy, bureaucratization, and the iron rule of oligarchy, and McDonaldization. It provides a brief discussion of conflict and power. It was produced collaboratively by The Association of American Medical Colleges and Khan University.   * **What is McDonaldization?**   [http://www.McDonaldization.com/whatisit.shtml](http://www.mcdonaldization.com/whatisit.shtml)  This site covers the basics of McDonaldization (calculability, predictability, efficiency, control) including separate pages for each with examples.   * **Globalization Theories**   <https://www.khanacademy.org/video/globalization-theories>  This basic 6-min video addresses globalization, world systems theory and dependency theory. It was produced collaboratively by The Association of American Medical Colleges and Khan University. |

# Chapter 10: The Architecture of Stratification: Social Class and Inequality

Chapter 10 addresses sociological perspectives on stratification, class inequality in the United States and global development and inequality. Primarily tied to Foundational Concept 10, Content Category 10 A, it explores stratification systems and social mobility. It also explores the American class system and examines poverty in the United States and types of poverty and its consequences. This chapter also addresses global stratification, and multinational corporations. It covers the structural functionalist and conflict approaches to social class and devotes a section to the class micro and macro connections such as why living a healthy life varies. As such, it is also tied to Foundational Concept 9, Content Category 9A.

## MCAT Foundational Standards/Subtopics

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| [**Content Category 9A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/)**: Understanding social structure**   * **Theoretical Approaches**    + Micro versus macro   + Functionalism   + Conflict   [**Content Category 10A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-10a/)**: Social inequality**   * **Social Class**   + Aspects of social stratification     - Social class and socioeconomic status     - Class consciousness and false consciousness     - Cultural capital and social capital     - Social reproduction     - Power, privilege, and prestige     - Intersectionality (race, gender, age)     - Socioeconomic gradient of health     - Global inequalities   + Patterns of social mobility     - Inter and intragenerational mobility     - Vertical and horizontal mobility     - Meritocracy   + Poverty     - Relative and absolute poverty     - Social exclusion (segregation and isolation) * **Health Disparities (**e.g., class, gender, and race inequalities in health) * **Healthcare Disparities** (e.g., class, gender, and race inequalities in health care) |

## For Further Research and Exploration

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| * **Income and Poverty in the United States: 2015**   <https://www.census.gov/content/dam/Census/library/publications/2016/demo/p60-256.pdf>  This U.S. Census Bureau report presents data on U.S. income, earnings, income inequality, and poverty. Students can explore graphs on median household income by race and ethnicity, female to male earnings ratios, families in poverty by type of family and much more.   * **Social Stratification Flash Cards**   <https://quizlet.com/83214052/mcat-sociology-12-social-stratification-flash-cards/>  This series of flash cards allows students to review MCAT concepts associated with social stratification.   * **Relative and Absolute Poverty**   <https://www.khanacademy.org/video/absolute-and-relative-poverty>  This basic 7-min video compares and contrasts relative and absolute poverty. It was produced collaboratively by The Association of American Medical Colleges and Khan University.   * **Upward And Downward Mobility, Meritocracy**   <https://www.khanacademy.org/video/upward-and-downward-mobity-meritocracy>  This basic 6-min video collaboration provides a brief discussion of types of social mobility, caste systems, and meritocracy. It was produced collaboratively by The Association of American Medical Colleges and Khan University. |

# Chapter 11: The Architecture of Inequality: Race and Ethnicity

Chapter 11 explores the differences between race and ethnicity, histories of oppression and inequality, racial and ethnic relations, and global perspectives on prejudice and racism. It is directly connected to Foundational Concept 8, Content Categories B and C and Foundational Concept 9, Content Category 9B. Chapter 11 also addresses how institutional racism shapes people’s educational, political, economic, housing, social status, and well-being. As such, it is linked to MCAT Foundational Concept 10, Content Category A. Finally, Chapter 11 explores the micro/macro connection in the examples of Barak Obama’s “whiteness” and cultural appropriation, Black athletes, housing segregation, and medial mistrust connecting to Foundational Concept 9, Content Category 9A.

## MCAT Foundational Standards/Subtopics

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| [**Content Category 8B**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8b/)**: Social thinking**   * + Prejudice and bias     - Stereotypes   [**Content Category 8C**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8c/)**: Social interactions discrimination**   * + - * Individual vs. institutional discrimination       * The relationship between prejudice and discrimination       * How power, prestige, and class facilitate discrimination   [**Content Category 9A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/)**: Understanding social structure**   * **Theoretical Approaches**    + Micro versus macro   [**Content Category 9B**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/)**: Demographic characteristics and processes**   * + Race and ethnicity     - The social construction of race     - Racialization     - Racial formation     - Intersections with race and ethnicity   [**Content Category 10A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-10a/)**: Social Inequality**   * **Social Class**   + Aspects of social stratification     - Intersectionality (race, gender, age) |

## For Further Research and Exploration

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| * **Prejudice and Discrimination Based on Race, Ethnicity, Power, Social Class, and Prestige**   <https://youtu.be/bH9JXHFlEnk?list=PLXFjmPE_eYmFAmB9vnar5VPRuwmNrpOGK>  This 3-min video collaboration between The Association of American Medical Colleges and Khan University provides a refresher on prejudice and discrimination.   * **How We Are Priming Some Kids for College and Others for Prison**   <https://www.ted.com/talks/alice_goffman_college_or_prison_two_destinies_one_blatant_injustice?language=en>  Urban Sociologist Alice Goffman discusses her research racial inequality and youth in Philadelphia. This Ted Talk illustrates how racial social stratification influences access to resources, justice, and well-being. Stereotypes, Stereotype Threat, and Self-Fulfilling Prophecy <https://www.khanacademy.org/video/stereotypes-stereotype-threat-and-self-fulfilling-prophecy>  This 6-min video introduces stereotype, stereotype threat, and self-fulfilling prophecy. It is collaboration between The Association of American Medical Colleges and Khan University.   * **Racial Residential Segregation and Disparities in Obesity among Women**   Bower, K.M., Thorpe, R.J., Yenokyan, G. et al. (2015).Racial residential segregation and disparities in obesity among women. *J Urban Health,* *92*, 843. doi:10.1007/s11524-015-9974-z  This 2015 article in the journal of *Urban Health* examines the relationship between racial residential segregation and obesity among black and white women. |

# Chapter 12: The Architecture of Inequality: Sex and Gender

Chapter 12 explores gender stratification, examining sexism at the individual and institutional levels. It explores key concepts of sex and gender and examines the social construction of gender, transgender, and sexual orientation. It illustrates both individual and institutional discrimination. As such, it is directly linked to MCAT Foundational Concept 9, Content Category B. It also explores gendered inequalities in a domestic and global context. It explores gender at both education and work and the micro/macro connection in the examples of sexual harassment in the military, media images, and health outcomes. As such, it is linked to MCAT Foundational Concept 9, Content Category A.

## MCAT Foundational Standards/Subtopics

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| [**Content Category 8C**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8c/)**: Social interactions discrimination**   * + - * Individual versus institutional discrimination   [**Content Category 9A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/)**: Understanding social structure**   * **Theoretical Approaches**    + Micro versus macro   [**Content Category 9B**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/)**: Demographic characteristics and processes**   * + Gender     - Sex versus gender     - The social construction of gender     - Gender segregation   + Sexual orientation |

## For Further Research and Exploration

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| * **GLAAD Transgender FAQ**   https://www.glaad.org/transgender/transfaq  Definitions and resources around transgender, gender identity, and sexual orientation.   * **Institute for Women’s Policy Research**   http://www.iwpr.org/  How do womens’ wages compare to mens’? Has welfare reform been successful? What governmental policy is necessary to create positive social change for women and children? This website answers these and other questions related to wages, welfare, social security, and other policy-related issues.   * **Demographic structure of society--sex, gender, and sexual orientation**   <https://www.khanacademy.org/video/demographic-structure-of-society-sex-gender-and-sexual-orientation>  This seven-minute video collaboration between The Association of American Medical Colleges and Khan University provides a refresher on sex, gender, sexual orientation, gender roles, discrimination. Regulating Latina Youth Sexualities through Community Health Centers: Discourses and Practices of Sexual Citizenship.Mann, E.S. (2013). Regulating Latina youth sexualities through community health centers: Discourses and practices of sexual citizenship. *Gender & Society,* *27*(5), 681–703. doi:10.1177/0891243213493961Thisqualitative research explores the regulation of Latina youth sexualities in the context of sexual and reproductive health care provision. It enlists in-depth interviews with health care providers in two Latino-serving community health centers. Students might use this article to understand more about social control, sexuality, racial and ethnic inequality, and discrimination. |

# Chapter 13: Demographic Dynamics: Population Trends

Chapter 13 explores demographic dynamics including birth cohorts, population trends, and demographic dynamics. It looks at population growth and decline, processes of population change (fertility, mortality, migration, and demographic transition), and examines micro and macro issues of generation wars and immigration. As such, it is also tied to Foundational Concept 9, Content Categories A and B.

## MCAT Foundational Standards/Subtopics

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| [**Content Category 9A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/)**: Understanding social structure**   * Theoretical Approaches   + micro macro   [**Content Category 9B**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/)**: Demographic characteristics and processes**   * + - Patterns of immigration   + Demographic Shifts and Social Change     - Theories of demographic change (demographic transition)     - Population growth and decline (population projections, population pyramids)     - Fertility, migration, mortality       * Fertility and mortality rates (total, crude, age-specific)       * Patterns in fertility and mortality       * Push and pull factors in migration     - Globalization     - Urbanization     - Industrialization and urban growth |

## For Further Research and Exploration

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| Fact: Urban Settings as a Social Determinant of Health: World Health Organization (WHO) http://www.who.int/social\_determinants/publications/urbanization/factfile/en/  This WHO site provides a good global overview of the intersection between urban settings and global health. Offers 10 important facts on urban settings and health as well as links to learn more.   * **Demographic Transition**   <https://www.khanacademy.org/video/demographic-transition>  This 7-min clip explores the concept of demographic transition. Produced collaboratively by the Association of American Medical Colleges and Khan University.   * **Population Dynamics**   <https://www.khanacademy.org/video/population-dynamics>  This 9-min clip explores fertility, mortality, migration, and population pyramids. Produced collaboratively by the Association of American Medical Colleges and Khan University   * **Urbanization**   <https://www.khanacademy.org/test-prep/mcat/society-and-culture/demographics/v/urbanization>  This 8-min clip explores urbanization. Produced collaboratively by the Association of American Medical Colleges and Khan University. |

# Chapter 14: Architects of Change: Reconstructing Society

Chapter 14 highlights the importance of social change. It examines the speed and causes of social change and provides an overview of social movements, their organization, and their practices. It introduces sociological theories on them such as relative deprivation. It connects micro and macro phenomenon such as parent’s expectations of children excelling at sports and internet and erosion of personal privacy. It revisits the sociological imagination. Chapter 14 is linked with Foundational Concept 9, Content Categories A and B.

## MCAT Foundational Standards/Subtopics

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| [**Content Category 9A**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/)**: Understanding social structure**   * Theoretical Approaches   + micro macro   Culture  Diffusion  [**Content Category 9B**](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/)**: Demographic characteristics and processes**  Social movements   * + - Relative deprivation     - Organization of social movements     - Movement strategies and tactics   + Globalization |

## For Further Research and Exploration

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| * **Social Movements**   <https://www.khanacademy.org/video/social-movements>  This 7-min clip explores relative deprivation, resource mobilization, and rational choice theories of social movements. Produced collaboratively by the Association of American Medical Colleges and Khan University.   * **Protesting Racism**   http://videoarchive.asanet.org/presentation/?fw\_\_param=protesting\_police\_brutality\_and\_racism  This hour-long panel at the 2016 American Sociological Association discusses the Black lives matter social movement and explores its organization and tactics. Also provided is access to a transcript of the discussion for an at-a-glance overview.   * **The 21st-Century U.S. Labor Movement**   <http://videoarchive.asanet.org/presentation/?fw__param=the_21st_century_us_labor_movement>  This hour-long panel at the 2016 American Sociological Association discusses the U.S. labor movement. Also provided is access to a transcript of the discussion for an at-a-glance overview. |

# Appendix A

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| MCAT Scientific Inquiry and Reasoning Skills[[1]](#footnote-1) |

### Skill 1: Knowledge of Scientific Concepts and Principles

Demonstrating understanding of scientific concepts and principles

Identifying the relationships between closely related concepts

Questions that test this skill will ask you to show that you understand scientific concepts and principles by, for example:

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| * Recognizing correct scientific principles * Identifying the relationships among closely-related concepts * Identifying the relationships between different representations of concepts (e.g., verbal, symbolic, graphic) * Identifying examples of observations that illustrate scientific principles * Using mathematical equations to solve problems |

### Skill 2: Scientific Reasoning and Problem Solving

Reasoning about scientific principles, theories, and models

Analyzing and evaluating scientific explanations and predictions

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| You will be asked to show that you can use scientific principles to solve problems by, for example,   * Reasoning about scientific principles, theories, and models * Analyzing and evaluating scientific explanations and predictions * Evaluating arguments about causes and consequences * Bringing together theory, observations, and evidence to draw conclusions * Recognizing scientific findings that challenge or invalidate a scientific theory or model * Determining and using scientific formulas to solve problems |

### Skill 3: Reasoning about the Design and Execution of Research

Demonstrating understanding of important components of scientific research

Reasoning about ethical issues in research

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| Questions that test this skill will ask you to use your knowledge of important components of scientific methodology by, for example,   * Identifying the role of theory, past findings, and observations in scientific questioning * Identifying testable research questions and hypotheses * Distinguishing between samples and populations and between results that do and do not support generalizations about populations * Identifying the relationships among the variables in a study (e.g., independent versus dependent variables; control and confounding variables) * Reasoning about the appropriateness, precision, and accuracy of tools used to conduct research in the natural sciences * Reasoning about the appropriateness, reliability, and validity of tools used to conduct research in the behavioral and social sciences * Reasoning about the features of research studies that suggest associations between variables or causal relationships between them (e.g., temporality, random assignment) * Reasoning about ethical issues in scientific research |

### Skill 4: Data-Based and Statistical Reasoning

Interpreting patterns in data presented in tables, figures, and graphs

Reasoning about data and drawing conclusions from them

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| Questions that test this skill will ask you to use your knowledge of data-based and statistical reasoning by, for example,   * Using, analyzing, and interpreting data in figures, graphs, and tables * Evaluating whether representations make sense for particular scientific observations and data * Using measures of central tendency (mean, median, and mode) and measures of dispersion (range, inter-quartile range, and standard deviation) to describe data * Reasoning about random and systematic error * Reasoning about statistical significance and uncertainty (e.g., interpreting statistical significance levels, interpreting a confidence interval) * Using data to explain relationships between variables or make predictions * Using data to answer research questions and draw conclusions * Identifying conclusions that are supported by research results * Determining the implications of results for real-world situations |

1. More details on these skills and their linkages to Sociology can be found on pages 101-113 of the booklet *What’s on The MCAT Exam?* Accessed 9/17/2106 ( https://students-residents.aamc.org/applying-medical-school/article/whats-mcat-exam/ [↑](#footnote-ref-1)