

Chapter 2: Culture

MULTIPLE CHOICE

1. Which of the following statements is true?
 - a. Humans genetically inherit culture via natural biological processes.
 - b. The process of learning culture is unique to humans.
 - c. Culture can only be learned through the teaching of cultural institutions.
 - d. Humans learn culture throughout their lives.
 - e. Humans only learn culture during the period from late infancy through adolescence.

ANS: D DIF: Easy

OBJ: Define culture according to anthropologists' viewpoint, distinguishing it from culture as material goods or elite artistic forms. | TOP: What Is Culture?

MSC: Evaluating

2. Culture is a system of knowledge, beliefs, patterns of behavior, artifacts, and:
 - a. institutions.
 - b. ideas.
 - c. politics.
 - d. religions.
 - e. languages.

ANS: A DIF: Difficult

OBJ: Define culture according to anthropologists' viewpoint, distinguishing it from culture as material goods or elite artistic forms. | TOP: What Is Culture?

MSC: Remembering

3. Which of the following is defined as the process of learning culture?
 - a. particularism
 - b. hegemony
 - c. relativism
 - d. enculturation
 - e. stratification

ANS: D DIF: Moderate

OBJ: Identify the process by which culture is taught and learned within populations and across generations. | TOP: What Is Culture? MSC: Remembering

4. Humans learn culture from people and cultural institutions that surround them:
 - a. in early childhood only.
 - b. over their entire lives.
 - c. only in specialized institutions such as schools and museums.
 - d. from late childhood to early adolescence.
 - e. from infancy through early adulthood.

ANS: B DIF: Moderate

OBJ: Identify the process by which culture is taught and learned within populations and across generations. | TOP: What Is Culture? MSC: Remembering

5. Culture is a shared experience that is:
 - a. static in that it remains identical, consistent, and uncontested over time.
 - b. constantly contested, negotiated, and changing.
 - c. genetically inherited.
 - d. completely unique to humans.
 - e. universally shared by humankind.

ANS: B DIF: Moderate

OBJ: Describe the primary characteristics of culture, including how it is acquired, shared, contested, negotiated, developed, communicated, maintained, and changed over time. |

TOP: What Is Culture?

MSC: Remembering

6. Which of the following is one of the four elements that an anthropologist considers in attempting to understand the complex workings of a culture?

- a. genetics
- b. politics
- c. economics
- d. discourses
- e. symbols

ANS: E

DIF: Difficult

OBJ: Describe the primary characteristics of culture, including how it is acquired, shared, contested, negotiated, developed, communicated, maintained, and changed over time. |

TOP: What Is Culture?

MSC: Remembering

7. Ideas or rules about how people should behave in particular situations or toward certain other people are considered:

- a. symbols.
- b. meanings.
- c. norms.
- d. values.
- e. beliefs.

ANS: C

DIF: Moderate

OBJ: Describe the primary characteristics of culture, including how it is acquired, shared, contested, negotiated, developed, communicated, maintained, and changed over time. |

TOP: What Is Culture?

MSC: Remembering

8. Which of the following is defined as fundamental ideas about what is important, what makes a good life, and what is true, right, and beautiful?

- a. beliefs
- b. norms
- c. symbols
- d. values
- e. meanings

ANS: D

DIF: Moderate

OBJ: Describe the primary characteristics of culture, including how it is acquired, shared, contested, negotiated, developed, communicated, maintained, and changed over time. |

TOP: What Is Culture?

MSC: Remembering

9. Spatial comfort zones, such as standing too close to a member of another culture, are examples of which of the following?

- a. symbolic actions
- b. value actions
- c. covert actions
- d. spatial actions
- e. normative actions

ANS: A

DIF: Difficult

OBJ: Describe the primary characteristics of culture, including how it is acquired, shared, contested, negotiated, developed, communicated, maintained, and changed over time. |

TOP: What Is Culture?

MSC: Remembering

10. Which of the following statements about mental maps of reality is false?

- a. Mental maps of reality consist of ideas or rules about how people should behave in particular situations or toward certain other people.
- b. They help us navigate our experiences by organizing sensory data.
- c. Mental maps of reality can be challenged and redrawn.
- d. An example of a mental map of reality is the concept of time.
- e. Mental maps classify reality and assign meaning to what has been classified.

ANS: A DIF: Difficult

OBJ: Describe the primary characteristics of culture, including how it is acquired, shared, contested, negotiated, developed, communicated, maintained, and changed over time. |

TOP: What Is Culture?

MSC: Remembering

11. An anthropologist's suspension of judgment while attempting to understand a group's beliefs and practices within their own cultural context is termed:

a. relative altruism. d. contextual relativism.
b. cultural relativism. e. altruistic culturalism.
c. relative culturalism.

ANS: B DIF: Difficult

OBJ: Define cultural relativism and how it is used by anthropologists as an approach to cross-cultural research. |

TOP: What Is Culture?

MSC: Remembering

12. Which of the following is defined as the belief that one's own culture or way of life is normal, natural, or even superior to other cultures?

a. altruism d. egocentrism
b. unilateralism e. ethnocentrism
c. relativism

ANS: E DIF: Moderate

OBJ: Explain how cultural relativism contributes to anthropologists' efforts to counter ethnocentrism.

| TOP: What Is Culture?

MSC: Remembering

13. Anthropologists seek to counter ethnocentrism by:

a. objectively, accurately, and sensitively representing the diversity of human life and culture.
b. seeking to explain cultural difference as scientifically or biologically natural.
c. advocating against globalization.
d. spreading American norms and values to the populations they study.
e. critiquing the norms and values of other cultures against the standards of their home cultures.

ANS: A DIF: Easy

OBJ: Explain how cultural relativism contributes to anthropologists' efforts to counter ethnocentrism.

| TOP: What Is Culture?

MSC: Remembering

14. In order to engage in cultural relativism as a research strategy, anthropologists must:

a. ignore their own sense of right and wrong, and disregard international standards of human rights.
b. attempt to understand a group's beliefs and practices within their own cultural context.
c. reject their own culture entirely.
d. evaluate the norms, values, beliefs, and practices of other cultures against their own culture.
e. memorize the International Covenant on Economic, Social, and Cultural Rights.

ANS: B DIF: Moderate

OBJ: Explain how cultural relativism contributes to anthropologists' efforts to counter ethnocentrism.

| TOP: What Is Culture?

MSC: Remembering

15. The concept of culture has been central to anthropology only since the 1870s, when _____ crafted its first formal definition.

- a. Franz Boas
- b. Edward Burnett Tylor
- c. Bronislaw Malinowski
- d. Margaret Mead
- e. Charles Darwin

ANS: B DIF: Moderate

OBJ: Identify the early founders of anthropology and their initial approach to anthropological research. | TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Remembering

16. Edward Burnett Tylor (1832–1917) is credited with crafting the first definition of which of the following concepts utilized in anthropology?
- a. hegemony
 - b. cultural relativism
 - c. ethnocentrism
 - d. culture
 - e. enculturation

ANS: D DIF: Easy

OBJ: Identify the early founders of anthropology and their initial approach to anthropological research. | TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Remembering

17. Which of the following individuals was among the earliest anthropologists who sought to organize vast quantities of data about the diversity of world cultures that were being accumulated via colonial and missionary enterprises?
- a. Henry Morgan
 - b. Franz Boas
 - c. Margaret Mead
 - d. Clifford Geertz
 - e. Bronislaw Malinowski

ANS: A DIF: Difficult

OBJ: Identify the early founders of anthropology and their initial approach to anthropological research. | TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Remembering

18. Early anthropologists suggested that all cultures would naturally evolve through the same sequence of stages, a concept known as:
- a. American historical particularism.
 - b. British structural functionalism.
 - c. American cultural meaning.
 - d. American cultural interpretivism.
 - e. unilineal cultural evolution.

ANS: E DIF: Moderate

OBJ: Identify the early founders of anthropology and their initial approach to anthropological research. | TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Remembering

19. _____ is both a definition and a key theoretical framework for anthropologists attempting to understand humans and their interactions.
- a. Culture
 - b. Ethnography
 - c. Ethnocentrism
 - d. Cultural relativism
 - e. Common sense

ANS: A DIF: Easy

OBJ: Define culture and describe how it has changed conceptually in anthropology over the past century. | TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Remembering

20. Franz Boas (1858–1942) rejected unilineal cultural evolution, advocating for which of the following approaches instead?
- a. structural functionalism
 - b. cultural interpretivism
 - c. historical particularism
 - d. cultural meaning
 - e. evolutionary enculturation

ANS: C

DIF: Moderate

OBJ: Describe historical particularism as an anthropological approach and identify some of its primary advocates and their particular research foci. |

TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Remembering

21. Which of the following individuals was a student of Boas and explored the ways in which cultural traits and entire cultures are uniquely patterned and integrated?
- a. Henry Morgan
 - b. Bronislaw Malinowski
 - c. E.E. Evans-Pritchard
 - d. Ruth Benedict
 - e. Clifford Geertz

ANS: D

DIF: Difficult

OBJ: Describe historical particularism as an anthropological approach and identify some of its primary advocates and their particular research foci. |

TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Remembering

22. Margaret Mead (1901–1979) was a student of Franz Boas, and her research suggested the powerful role of _____ in shaping behavior, especially behavior that has powerful biological origins.
- a. biology
 - b. enculturation
 - c. unilineal cultural evolution
 - d. structural functionalism
 - e. immigration

ANS: B

DIF: Moderate

OBJ: Describe historical particularism as an anthropological approach and identify some of its primary advocates and their particular research foci. |

TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Remembering

23. Anthropologist Margaret Mead (1901–1979) is best known for her research regarding the seeming sexual freedom and experimentation of young women in:
- a. Tonga.
 - b. Fiji.
 - c. Cambodia.
 - d. Papua New Guinea.
 - e. Samoa.

ANS: E

DIF: Difficult

OBJ: Describe historical particularism as an anthropological approach and identify some of its primary advocates and their particular research foci. |

TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Remembering

24. _____ argued that every cultural action is more than the action itself in that it is also a symbol of deeper meaning, which is considered an interpretivist approach in anthropology.
- a. Ruth Benedict (1887–1948)
 - b. Clifford Geertz (1926–2006)
 - c. Bronislaw Malinowski (1884–1924)
 - d. Margaret Mead (1901–1979)
 - e. Franz Boas (1858–1942)

ANS: B

DIF: Difficult

OBJ: Describe historical particularism as an anthropological approach and identify some of its primary advocates and their particular research foci. |

TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Remembering

25. The borrowing of cultural traits and patterns from other cultures is a concept in anthropology known as:

a. stratification.	d. innovation.
b. unilinealism.	e. diffusion.
c. evolution.	

ANS: E DIF: Moderate

OBJ: Discuss the concepts used by proponents of the historical particularism approach to explain apparent similarities among cultures. |

TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Remembering

26. Which of the following is defined as the anthropological approach that views society as consisting of various parts that fit together with each part having its unique function within the larger structure?

a. functional culturalism	d. functional structuralism
b. cultural structuralism	e. cultural functionalism
c. structural functionalism	

ANS: C DIF: Difficult

OBJ: Describe structural functionalism as an anthropological approach and identify some of its primary advocates, along with their particular research foci. |

TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Remembering

27. Bronislaw Malinowski (1884–1942) employed an early form of _____ in his anthropological research conducted in the Trobriand Islands.

a. structural functionalism	d. particularism
b. evolutionism	e. historicism
c. interpretivism	

ANS: A DIF: Moderate

OBJ: Describe structural functionalism as an anthropological approach and identify some of its primary advocates, along with their particular research foci. |

TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Remembering

28. Clifford Geertz (1926–2006), who urged anthropologists to explore culture primarily as a symbolic system, is a key figure in which of the following anthropological approaches?

a. interpretivist	d. particularist
b. functionalist	e. historical
c. structural	

ANS: A DIF: Moderate

OBJ: Define the interpretivist approach used in anthropology and identify some of its primary proponents, including their particular research foci. |

TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Remembering

29. Which of the following is defined as the ability or potential to bring about change through action or influence—either one's own or that of a group or institution?

- a. influence
- b. force
- c. coercion
- d. power
- e. hegemony

ANS: D DIF: Moderate

OBJ: Define power and describe its relationship to culture in terms of its influence on individuals' access to resources and privileges in society. |

TOP: How Are Culture and Power Related?

MSC: Remembering

30. Which of the following anthropologists argued that power must be viewed as an aspect of all human relationships?
- a. Margaret Mead
 - b. Henry Morgan
 - c. Eric Wolf
 - d. Clifford Geertz
 - e. Franz Boas

ANS: C DIF: Difficult

OBJ: Define power and describe its relationship to culture in terms of its influence on individuals' access to resources and privileges in society. |

TOP: How Are Culture and Power Related?

MSC: Remembering

31. The uneven distribution of resources and privileges, often along lines of gender, racial or ethnic group, class, age, family, religion, sexuality, or legal status, is termed:
- a. racism.
 - b. stratification.
 - c. coercion.
 - d. hegemony.
 - e. cosmopolitanism.

ANS: B DIF: Moderate

OBJ: Define power and describe its relationship to culture in terms of its influence on individuals' access to resources and privileges in society. |

TOP: How Are Culture and Power Related?

MSC: Remembering

32. Culture is more than a set of ideas or patterns of behavior shared by a group of people because it also includes which of the following general mechanisms created by people to promote and maintain their core values?
- a. religious preferences
 - b. powerful influences
 - c. platonic ideas
 - d. coercive powers
 - e. powerful institutions

ANS: E DIF: Moderate

OBJ: Identify the various mechanisms and aspects of power that commonly contribute to stratification in societies. |

TOP: How Are Culture and Power Related?

MSC: Remembering

33. Antonio Gramsci (1891–1937) described two aspects of power that included material power and:
- a. hegemony.
 - b. coercion.
 - c. influence.
 - d. prestige.
 - e. wealth.

ANS: A DIF: Difficult

OBJ: Identify the various mechanisms and aspects of power that commonly contribute to stratification in societies. |

TOP: How Are Culture and Power Related?

MSC: Remembering

34. Which of the following is defined as the ability to create consent and agreement within a population by unconsciously shaping what people think is normal, natural, and possible?

- a. consumerism
- b. materialism
- c. coercion
- d. cosmopolitanism
- e. hegemony

ANS: E DIF: Difficult

OBJ: Identify the various mechanisms and aspects of power that commonly contribute to stratification in societies. | TOP: How Are Culture and Power Related?

MSC: Remembering

35. _____ influences what people consider unthinkable or undoable thoughts, which leads to the establishment of “natural truths” among a group of people.
- a. The hegemony of ideas
 - b. Biological need
 - c. Cultural relativism
 - d. Unilineal cultural evolution
 - e. Structural functionalism

ANS: A DIF: Moderate

OBJ: Identify the various mechanisms and aspects of power that commonly contribute to stratification in societies. | TOP: How Are Culture and Power Related?

MSC: Remembering

36. Individuals and groups have the power to contest cultural norms, values, mental maps of reality, symbols, institutions, and structures of power, which is a potential known as:
- a. individualism.
 - b. power.
 - c. coercion.
 - d. agency.
 - e. hegemony.

ANS: D DIF: Moderate

OBJ: Describe the concept of human agency and discuss how it is used by individuals to counter dominant ideologies, stratification, and power in societies. |

TOP: How Are Culture and Power Related?

MSC: Remembering

37. Which group of scholars generally contends that who we are, how we think and behave, and how we organize our societies are a product of evolution and thus are hardwired in our DNA?
- a. chemical engineers
 - b. cultural anthropologists
 - c. evolutionary psychologists
 - d. psychological sociologists
 - e. public epidemiologists

ANS: C DIF: Moderate

OBJ: Distinguish between biological and cultural influences on human experience and identify whether biology or culture has more power to shape human behavior. |

TOP: How Much of Who You Are Is Determined by Biology and How Much by Culture?

MSC: Remembering

38. Which of the following statements is false?
- a. Culture is changed, contested, and negotiated.
 - b. Culture commonly emerges out of the blue and remains fixed over time.
 - c. Consumer culture was created as part of twentieth-century global capitalism.
 - d. There are deep interconnections between culture and power.
 - e. Culture is both learned and taught.

ANS: B DIF: Easy

OBJ: Describe the dynamic nature of culture by discussing ways in which it is changed, contested, and negotiated over time. | TOP: How Is Culture Created?

MSC: Remembering

39. According to Max Weber (1864–1920), thrift, modesty, moderation, frugality, and self-denial constitute which of the following?

- a. Western globalization
- b. Protestant ethic
- c. industrial materialism
- d. cultural consumerism
- e. hegemonic ideology

ANS: B DIF: Moderate

OBJ: Discuss the link between culture and economics, addressing some of the ideologies and values that shape how people who share a culture think about and participate in economic systems. |

TOP: How Is Culture Created? MSC: Remembering

40. Commonplace norms, values, beliefs, practices, and institutions that cultivate the desire to acquire consumer goods to enhance one's lifestyle constitute a culture of:

- a. cosmopolitanism.
- b. materialism.
- c. hegemony.
- d. power.
- e. consumerism.

ANS: E DIF: Easy

OBJ: Define the culture of consumerism and discuss how it relates to the concept of culture more generally. | TOP: How Is Culture Created? MSC: Remembering

41. Which of the following industries is key in arousing our desires for goods and services?

- a. banking
- b. economics
- c. advertising
- d. manufacturing
- e. service

ANS: C DIF: Moderate

OBJ: Identify some of the mechanisms used to produce, maintain, and expand the culture of consumerism found within societies today. | TOP: How Is Culture Created?

MSC: Remembering

42. Which of the following is a powerful enculturation tool that teaches us how to be “successful” in consumer culture?

- a. advertising
- b. lending
- c. relativism
- d. cosmopolitanism
- e. agency

ANS: A DIF: Moderate

OBJ: Identify some of the mechanisms used to produce, maintain, and expand the culture of consumerism found within societies today. | TOP: How Is Culture Created?

MSC: Remembering

43. The advent of computers and deregulation of banking in the 1970s caused which of the following financial tools to burst on the scene in the United States, transforming the financial environment?

- a. online banking
- b. home equity loans
- c. traveler's checks
- d. credit cards
- e. student loans

ANS: D DIF: Moderate

OBJ: Identify some of the mechanisms used to produce, maintain, and expand the culture of consumerism found within societies today. | TOP: How Is Culture Created?

MSC: Remembering

44. A key group that the credit card industry in the United States explicitly targets is:

- a. high school teenagers.
- d. retired teachers.

- b. service industry employees.
- c. blue-collar workers.
- e. college students.

ANS: E DIF: Moderate

OBJ: Identify some of the mechanisms used to produce, maintain, and expand the culture of consumerism found within societies today. | TOP: How Is Culture Created?

MSC: Remembering

45. Three key interrelated effects of globalization on local cultures include a two-way transference of culture through migration, increased cosmopolitanism, and:
- a. structuralism.
 - b. relativism.
 - c. consumerism.
 - d. hegemony.
 - e. homogenization.

ANS: E DIF: Moderate

OBJ: Define globalization and describe three key interrelated effects it has on local cultures, identifying concrete examples that illustrate each of the three effects. |

TOP: How Is Globalization Transforming Culture? MSC: Remembering

46. Which of the following statements is true?
- a. Cultures have always been influenced by the flow of people, ideas, and goods, whether through migration, trade, or invasion.
 - b. The flow of people, ideas, and goods through migration, trade, or invasion is a relatively new cultural phenomenon.
 - c. Cultures are only influenced by the flow of people through invasion.
 - d. The flow of people, ideas, and goods by any means is not known to influence culture.
 - e. Cultures are only influenced by the flow of goods through trade.

ANS: A DIF: Easy

OBJ: Define globalization and describe three key interrelated effects it has on local cultures, identifying concrete examples that illustrate each of the three effects. |

TOP: How Is Globalization Transforming Culture? MSC: Remembering

47. Which of the following processes is intensifying the exchange and diffusion of people, ideas, and goods worldwide, creating more interaction and engagement among cultures?
- a. industrialization
 - b. neoliberalization
 - c. relativism
 - d. globalization
 - e. hegemony

ANS: D DIF: Easy

OBJ: Define globalization and describe three key interrelated effects it has on local cultures, identifying concrete examples that illustrate each of the three effects. |

TOP: How Is Globalization Transforming Culture? MSC: Remembering

48. The process of diminishing the diversity of the world's cultures as a result of foreign influences inundating local practices, products, and ways of thinking is considered:
- a. colonization.
 - b. missionization.
 - c. homogenization.
 - d. industrialization.
 - e. democratization.

ANS: C DIF: Moderate

OBJ: Define globalization and describe three key interrelated effects it has on local cultures, identifying concrete examples that illustrate each of the three effects. |

TOP: How Is Globalization Transforming Culture? MSC: Remembering

49. A global outlook that is emerging in response to increasing globalization and that involves linking cultural practices, norms, and values across great distances to even the most remote areas of the world is termed:
- a. capitalism.
 - b. cosmopolitanism.
 - c. relativism.
 - d. structuralism.
 - e. functionalism.

ANS: B DIF: Moderate

OBJ: Define globalization and describe three key interrelated effects it has on local cultures, identifying concrete examples that illustrate each of the three effects. |

TOP: How Is Globalization Transforming Culture?

MSC: Remembering

50. The export of television shows worldwide and the knowledge of other cultures that is subsequently disseminated to even remote areas of the world are an example of which of the following concepts?
- a. functionalism
 - b. relativism
 - c. cosmopolitanism
 - d. capitalism
 - e. nationalism

ANS: C DIF: Moderate

OBJ: Define globalization and describe three key interrelated effects it has on local cultures, identifying concrete examples that illustrate each of the three effects. |

TOP: How Is Globalization Transforming Culture?

MSC: Applying

ESSAY

1. Chapter 2 begins with a brief vignette regarding the cultural misunderstanding surrounding a kiss. Describe an example of a cultural misunderstanding that you have experienced in your own life and discuss the ways in which differing cultural norms, values, symbols, and mental maps of reality likely contributed to the misunderstanding that occurred. Conclude by discussing whether you took action to address the misunderstanding and what knowledge may have helped you in determining the appropriate response.

ANS:

Students should provide at least one concrete example and should demonstrate knowledge of the distinctions between the concepts of norms, values, symbols, and mental maps of reality. They should also demonstrate the ability to apply these four terms to a real-life example.

DIF: Moderate

OBJ: Describe the primary characteristics of culture, including how it is acquired, shared, contested, negotiated, developed, communicated, maintained, and changed over time. |

TOP: What Is Culture?

MSC: Analyzing

2. Mental maps of reality constitute one of the four elements that anthropologists often consider when conducting cross-cultural research. Define mental maps of reality and discuss the two important functions that mental maps of reality play regarding culture. Provide a concrete example for each of the two functions. Conclude by discussing why anthropologists should consider a group of people's mental maps of reality when trying to understand their culture.

ANS:

Students must be able to define mental maps of reality and identify the element's two associated functions. They must also be able to provide a concrete example of each function and articulate why an anthropologist should consider these mental maps of reality in research.

DIF: Difficult

OBJ: Describe the primary characteristics of culture, including how it is acquired, shared, contested, negotiated, developed, communicated, maintained, and changed over time. |

TOP: What Is Culture?

MSC: Analyzing

3. In your own words, define the term ethnocentrism and provide a concrete example that illustrates the concept. Then discuss how ethnocentrism is related to cultural relativism and why anthropologists must concern themselves with ethnocentrism when conducting cross-cultural research. Conclude by offering some suggestions for concrete ways in which anthropologists can counter ethnocentrism in mainstream society today.

ANS:

Students should be able to define ethnocentrism and offer a concrete example of it. They must also demonstrate the ability to distinguish between ethnocentrism and cultural relativism, offering concrete reasons why anthropologists are concerned with these concepts. Students should provide plausible suggestions for how anthropologists can counter ethnocentrism more generally in mainstream society.

DIF: Moderate

OBJ: Explain how cultural relativism contributes to anthropologists' efforts to counter ethnocentrism.

| TOP: What Is Culture?

MSC: Analyzing

4. Focusing on early anthropology, define the approaches of historical particularism and structural functionalism. Who developed these approaches and what do these approaches examine when working to learn about other cultures? How did these two approaches differ from the preceding approach of unilineal cultural evolution?

ANS:

Students must be able to generally define, compare, and contrast both approaches, as well as identify their main proponents as anthropologists Franz Boas and Bronislaw Malinowski or E. E. Evans-Pritchard. Students must also be able to draw clear distinctions between these two approaches and the unilineal cultural evolution approach.

DIF: Difficult

OBJ: Describe historical particularism as an anthropological approach and identify some of its primary advocates and their particular research foci. | Describe structural functionalism as an anthropological approach and identify some of its primary advocates, along with their particular research foci. |

TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Analyzing

5. Early anthropologists suggested that all cultures would naturally evolve through the same sequence of stages regardless of location or historical experience. What was this concept called and who were three of its early proponents? What were the three primary stages that all cultures pass through according to this anthropological approach? In your opinion, what are some implications that an approach such as this could have on how societies are perceived around the world?

ANS:

Students must correctly reference the concept of unilineal cultural evolution and identify Edward Burnett Tylor, James Frazer, and Henry Morgan as the three proponents. Students must also correctly identify the three stages as savage, barbarian, and civilized, and offer at least two implications that this approach could have on how societies are perceived around the world.

DIF: Moderate

OBJ: Identify the early founders of anthropology and their initial approach to anthropological research. |

TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Evaluating

6. Using an interpretivist approach, anthropologist Clifford Geertz (1926–2006) argues that seemingly straightforward actions such as winking have deep cultural meanings. Describe what constitutes an interpretivist approach. Next, provide your own example of a cultural action that you think conveys deep cultural meaning. What do you believe the action symbolizes culturally? How do you know that the action conveys deep cultural meaning and how did you learn its meaning? Would an individual need to be a member of the particular society in order to understand the deep cultural meaning of the action, or would anyone be able to interpret it correctly? Discuss why or why not.

ANS:

Students must use the correct definition of the interpretivist approach. They must also be able to provide at least one example of a cultural action and should adequately discuss what they think the action symbolizes. Students should conclude with a reasonable argument for whether or not the action's symbolism is particular to a society and why.

DIF: Moderate

OBJ: Define the interpretivist approach used in anthropology and identify some of its primary proponents, including their particular research foci. |

TOP: How Has the Culture Concept Developed in Anthropology?

MSC: Applying

7. Antonio Gramsci (1891–1937) described hegemony as one of two primary aspects of power. Define hegemony and provide a minimum of two concrete examples of how it serves as a form of power. What is the second aspect of power that Gramsci described and how does it differ from hegemony? Which of the two aspects of power do you believe is likely to be more effective and why?

ANS:

Students should be able to clearly define hegemony and to provide at least two concrete examples of shared ideas that are considered “normal” in society and thus reflect hegemony. Students must also identify material power as the second aspect and distinguish between physical and ideological power when discussing how it differs from hegemony. They should conclude by explicitly arguing why one aspect may be more effective than the other, why both are effective, or why neither is effective, fully substantiating whatever stand they take.

DIF: Moderate

OBJ: Identify the various mechanisms and aspects of power that commonly contribute to stratification in societies. |

TOP: How Are Culture and Power Related?

MSC: Analyzing

8. What is human agency and how does it relate to culture and power? Define human agency and provide examples of how individuals engage in it. Next, discuss how human agency may be used to challenge various aspects of culture and power, providing a minimum of two examples for each. What do you believe are some of the implications of human agency on culture and society in general?

ANS:

Students should be able to clearly define human agency and provide examples such as individuals making conscious choices to reject certain aspects of culture. They should also be able to discuss how individuals' active choice making may lead to further acts of resistance regarding culture and power (e.g., refusing to participate in a cultural event, voting for a change on the legalization of gay marriage, etc.). Students should conclude by offering concrete examples of implications, either negative or positive, regarding the impact that agency has on culture and society.

DIF: Moderate

OBJ: Describe the concept of human agency and discuss how it is used by individuals to counter

dominant ideologies, stratification, and power in societies. |

TOP: How Are Culture and Power Related?

MSC: Analyzing

9. Evolutionary psychologists generally argue that our genetic makeup determines who we are and how we behave, while anthropologists argue otherwise. What do anthropologists argue regarding the nature versus nurture debate surrounding who we are and how we behave? What evidence do anthropologists have to substantiate their argument? Which argument do you find more convincing, that of evolutionary psychologists or anthropologists, and why?

ANS:

Students must demonstrate competence in distinguishing between the biology and culture arguments regarding human identity and behavior. They must identify the argument by anthropologists for the strong influence that culture has on human experience and provide at least one example of evidence anthropologists use to substantiate this, such as the variety that exists across cultural groups even though human genetic codes are 99.99 percent identical. Students must conclude by adeptly supporting either the evolutionary psychology or anthropology argument, and must use either an example or strong point to sufficiently substantiate and underscore their choice.

DIF: Difficult

OBJ: Distinguish between biological and cultural influences on human experience and identify whether biology or culture has more power to shape human behavior. |

TOP: How Much of Who You Are Is Determined by Biology and How Much by Culture?

MSC: Evaluating

10. Former Harvard University president and economist Lawrence Summers commented in a 2005 speech that his school and others similar to it likely had more men in science and math faculties than women because men's brains were better suited for success in these areas. Does Summers's statement reflect a nature or nurture perspective of human experience? Based on what you have read in Chapter 2 of your textbook, is Summers correct in his statement? What may be some of the reasons why there is a gender discrepancy in science and math faculties in U.S. colleges and universities? What role does culture play in such gender discrepancies?

ANS:

Students must identify the statement as belonging to the nature or biological perspective of human experience. They should argue that Summers's statement is incorrect given the vast variability in human experiences worldwide. They should provide at least two reasons for gender discrepancy and reference culture as an influence. Students should conclude by explicitly discussing how culture shapes the way humans perceive gender and gender roles in society.

DIF: Moderate

OBJ: Distinguish between biological and cultural influences on human experience and identify whether biology or culture has more power to shape human behavior. |

TOP: How Much of Who You Are Is Determined by Biology and How Much by Culture?

MSC: Evaluating

11. The culture of consumerism in the United States and globally has intensified, especially during the last fifty years. What constitutes a culture of consumerism and how does it relate to the concept of culture more generally? What are three examples of how the culture of consumerism affects culture in general in the United States? Does it affect cultures worldwide, and if so, how?

ANS:

Students should accurately define the culture of consumerism and discuss how it is an aspect found within culture more generally that both has an influence on culture and is influenced by it. Examples of how consumerism affects general culture may include holidays, celebrations such as Mother's Day, gift giving, the calendar, happy hour, and eating meals out. Students should also include worldwide examples, such as worldwide celebrations of events such as Cinco de Mayo, certain tourist destinations and activities, fashion, consumption of particular foods, or highly advertised pilgrimages.

DIF: Moderate

OBJ: Define the culture of consumerism and discuss how it relates to the concept of culture more generally. | TOP: How Is Culture Created? MSC: Analyzing

12. The notion of a culture of consumerism is distinct from the concept of culture more generally. Do you think that the culture of consumerism affects culture more generally in some way, and if so, how? What are some benefits and drawbacks of the culture of consumerism in society today? Do you think it will affect the future of societies, and if so, in what explicit ways?

ANS:

Students should offer an opinion regarding the effects of consumerism on culture in general, providing at least one concrete example that substantiates the opinion. They should discuss at least two benefits and two drawbacks of the culture of consumerism. Students should end with a solid argument that consumerism either will or will not affect the future, providing at least two examples to substantiate the argument.

DIF: Easy

OBJ: Define the culture of consumerism and discuss how it relates to the concept of culture more generally. | TOP: How Is Culture Created? MSC: Analyzing

13. The advertising industry is key in arousing human desires for goods and services, which engenders the culture of consumerism. How does the power of advertising compare to the power of hegemony in influencing what people consider to be the "norm" in their cultural experiences? Are there any interconnections between the culture of consumerism and political organization in society today? Is there any evidence that suggests that advertising is also used as a tool in politics to support and to institute hegemonic ideologies of certain groups who hold power within societies? Please provide concrete examples with each of your answers.

ANS:

Students should draw conclusions regarding how advertising influences individuals' consumption patterns by making certain products, services, and ideas seem "normal," and they should be able to relate how hegemony similarly makes certain behaviors and ideas of one group seem "normal" to everyone in society. Students should also be able to discuss how businesses and lobbyists are directly linked to politicians and institutions, clearly illustrating the connection between consumerism and politics. They should also discuss how political campaign ads in advertising and other public ads from interest groups are developed to persuade citizens to "buy into" certain ideologies and behaviors, constituting an example of a mechanism of hegemony.

DIF: Difficult

OBJ: Identify some of the mechanisms used to produce, maintain, and expand the culture of consumerism found within societies today. | TOP: How Is Culture Created? MSC: Analyzing

14. Homogenization is just one of the effects of globalization on cultures around the world. Define homogenization and give at least three examples of it. Are there aspects from other cultures that you now incorporate into your own culture? If so, please provide at least two examples. Do you think that globalization will indeed cause the homogenization of world cultures in the future? Why or why not?

ANS:

Students should provide a sufficient definition of homogenization and describe three concrete examples of it. They should be able to discuss new cultural elements that they incorporate into their lives, such as foreign foods, music, media, religious practices, or recreational activities. Students should sufficiently argue that globalization will or will not cause homogenization, providing clear substantiation for the argument.

DIF: Moderate

OBJ: Define globalization and describe three key interrelated effects it has on local cultures, identifying concrete examples that illustrate each of the three effects. |

TOP: How Is Globalization Transforming Culture?

MSC: Evaluating

15. Migration in the world is now occurring at unprecedented levels. How does migration relate to globalization? What is meant by a two-way transference of culture and how does migration figure into it? What are three examples of two-way transference of culture? What effect do you think migration will have on cultures in the future?

ANS:

Students should identify migration as part of two-way transference, which is one of three key interrelated effects of globalization. They should also be able to explain two-way transference and discuss how migration contributes to it via the movement of people who have different cultural beliefs and practices. The movement of people with different cultures can influence the culture of their host country if aspects of their cultural beliefs and practices become incorporated into the host community culture and vice versa. Students should conclude by offering at least one argument for a type of effect that they believe migration will likely have on cultures in the future.

DIF: Difficult

OBJ: Define globalization and describe three key interrelated effects it has on local cultures, identifying concrete examples that illustrate each of the three effects. |

TOP: How Is Globalization Transforming Culture?

MSC: Analyzing