

**MULTIPLE CHOICE**

1. One key aspect in how we understand the idea of culture is that
  - 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.

ANS: D                      DIF: Moderate                      REF: What Is Culture?

OBJ: Define culture according to anthropologists' viewpoint, distinguishing it from culture as material goods or elite artistic forms.                      MSC: Analyzing

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

ANS: A                      DIF: Easy                      REF: What Is Culture?

OBJ: Define culture according to anthropologists' viewpoint, distinguishing it from culture as material goods or elite artistic forms.                      MSC: Remembering

3. Sitting in your Anthropology class helps you learn about anthropology, but it also offers lessons in culture known as
  - a. unconscious instruction.
  - b. human learning.
  - c. relativism.
  - d. enculturation.

ANS: D                      DIF: Moderate                      REF: What Is Culture?

OBJ: Identify the process by which culture is taught and learned within populations and across generations.                      MSC: Understanding

4. Humans learn culture from people and cultural institutions that surround them, but this occurs
  - a. predominantly in early childhood.
  - b. over their entire lives.
  - c. primarily in specialized institutions such as schools and churches.
  - d. generally from late childhood to early adolescence.

ANS: B                      DIF: Moderate                      REF: What Is Culture?

OBJ: Identify the process by which culture is taught and learned within populations and across generations.                      MSC: Remembering

5. Family gatherings that honor particular moments in our lives—weddings, special holidays, and so forth—are often sources of tension when different family members want to “change things up.” As a facet of culture and how we learn it, this reminds us that culture is a shared experience and 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.

ANS: B                      DIF: Difficult                      REF: What Is Culture?

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

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. symbols
  - b. politics
  - c. economics
  - d. discourses

ANS: A                      DIF: Difficult                      REF: What Is Culture?

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

MSC: Remembering

7. Ideas or rules about how people should behave in particular situations or toward certain other people are considered
- a. beliefs.
  - b. meanings.
  - c. norms.
  - d. values.

ANS: C                      DIF: Moderate                      REF: What Is Culture?

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

MSC: Remembering

8. Selecting a marriage partner is a complex process. In some societies, the choice of the partner is decided by the parents, but the characteristics of the partner that endear him or her to us are ours alone and would draw on our personal
- a. beliefs.
  - b. social norms.
  - c. values.
  - d. sense of meaning.

ANS: C                      DIF: Moderate                      REF: What Is Culture?

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

MSC: Applying

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. spatial actions
  - c. value actions
  - d. normative actions

ANS: A                      DIF: Difficult                      REF: What Is Culture?

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

MSC: Remembering

10. For many people, getting married means one man and one woman, but for many others, cohabitation, same-sex marriage, or open relationships are the norm. As a mental map of reality, what might the married people think about the rest of us?
- a. Getting married is the proper way to live and anything else is just wrong.
  - b. Getting married is the way I choose to live my life, but I'm accepting that others can do as they please.
  - c. Getting married is the path to a good and beautiful life.
  - d. Getting married is fundamental to all faiths everywhere and anything else distorts the significance of marriage.

ANS: B                      DIF: Difficult                      REF: What Is Culture?

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

MSC: Understanding

11. An anthropologist studying female circumcision might be horrified by the practice, but must also be able to suspend personal judgment in order to understand the beliefs and practices of others within their own cultural context. This is understood as
- a. relative altruism.
  - b. cultural relativism.
  - c. relative culturalism.
  - d. contextual relativism.

ANS: B

DIF: Difficult

REF: What Is Culture?

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

MSC:

Understanding

12. The text tells the story of how actor Richard Gere's public kiss of an Indian movie star was seen as a serious breach of etiquette, something that he undoubtedly did not foresee at the time. Both Gere and those who criticized him can be seen as
- a. altruistic.
  - b. egocentric.
  - c. relativistic.
  - d. ethnocentric.

ANS: D

DIF: Moderate

REF: What Is Culture?

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

MSC:

Applying

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. spreading American norms and values to the populations they study.
  - d. critiquing the norms and values of other cultures against the standards of their home cultures.

ANS: A

DIF: Easy

REF: What Is Culture?

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

MSC:

Remembering

14. In the course of participant observation, an anthropologist is often called upon to do things that he or she might not ordinarily ever consider doing. This allows him or her to develop a keen understanding of beliefs and practices of others through
- a. ethnographic practice.
  - b. cultural relativism.
  - c. cultural reflexivity.
  - d. cultural ethnocentrism.

ANS: B

DIF: Moderate

REF: What Is Culture?

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

MSC:

Understanding

15. The concept of culture is a very recent idea and was actually developed without the benefit of any fieldwork whatsoever by
- a. Franz Boas's work in the Pacific Northwest.
  - b. Edward Burnett Tylor's work in his home.
  - c. Charles Darwin's work in the Galapagos Islands.
  - d. Bronislaw Malinowski's work in the Trobriand Islands.

ANS: B

DIF: Moderate

REF: How Has the Culture Concept Developed in Anthropology?

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

MSC: Understanding

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

ANS: D

DIF: Easy

REF: How Has the Culture Concept Developed in Anthropology?

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

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. Lewis Henry Morgan
  - b. Franz Boas
  - c. Bronislaw Malinowski
  - d. Edward Burnett Tylor

ANS: A

DIF: Difficult

REF: How Has the Culture Concept Developed in Anthropology?

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

MSC: Remembering

18. The work of many nonanthropologists through the nineteenth century suggested what theoretical idea about human life that anthropologists applied to culture?
- a. historical particularism
  - b. structural functionalism
  - c. unilineal cultural evolution
  - d. cultural interpretivism

ANS: C

DIF: Moderate

REF: How Has the Culture Concept Developed in Anthropology?

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

MSC: Understanding

19. Anthropologists attempting to understand humans and their interactions must contend with the idea of \_\_\_\_\_ as both a definition and theoretical framework.
- a. culture
  - b. ethnography
  - c. ethnocentrism
  - d. cultural relativism

ANS: A

DIF: Easy

REF: How Has the Culture Concept Developed in Anthropology?

OBJ: Define culture and describe how it has changed conceptually in anthropology over the past century.

MSC: Understanding

20. Franz Boas (1858–1942) rejected unilineal cultural evolution, instead suggesting that different cultures arise as the result of very different causes and will vary widely. His approach, still regarded today as a powerful counter to ethnocentrism, is referred to as
- a. structural functionalism.
  - b. cultural interpretivism.
  - c. historical particularism.
  - d. unilineal cultural evolution

ANS: C

DIF: Moderate

REF: How Has the Culture Concept Developed in Anthropology?

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

MSC: Understanding

21. Which student of Boas explored the unique patterns and integration of cultural traits and entire cultures?
- a. Margaret Mead
  - c. E. E. Evans-Pritchard

- ANS: D                      DIF: Difficult  
REF: How Has the Culture Concept Developed in Anthropology?  
OBJ: Describe historical particularism as an anthropological approach and identify some of its primary advocates and their particular research foci.                      MSC: Remembering

22. Margaret Mead's (1901–1979) fieldwork in Samoa was controversial in part because she examined sexual freedom and considered sex to be a matter of
- biology.
  - enculturation.
  - cultural relativism.
  - structural functionalism.

- ANS: B                      DIF: Moderate  
REF: How Has the Culture Concept Developed in Anthropology?  
OBJ: Describe historical particularism as an anthropological approach and identify some of its primary advocates and their particular research foci.                      MSC: Understanding

23. Anthropologist Margaret Mead is best known for her research on sexual freedom and experimentation of young women in Samoa, drawing sharp contrasts to American women's
- a. personality types.
  - b. repressed sexuality.
  - c. biology.
  - d. cultural patterns.

- ANS: B                      DIF: Difficult  
REF: How Has the Culture Concept Developed in Anthropology?  
OBJ: Describe historical particularism as an anthropological approach and identify some of its primary advocates and their particular research foci.                      MSC: Understanding

24. Clifford Geertz (1926–2006) argued that every cultural action is more than the action itself. It is also a symbol of deeper meaning, subject to interpretation. This important theoretical idea helped promote the idea that
- facial expression was a key aspect of understanding other cultures.
  - symbols were a crucial means of understanding other cultures.
  - Balinese culture held the key to how we might understand other cultures.
  - meticulous field notes were the most effective way to understand other cultures.

- ANS: B                      DIF: Difficult  
REF: How Has the Culture Concept Developed in Anthropology?  
OBJ: Describe historical particularism as an anthropological approach and identify some of its  
primary advocates and their particular research foci.                      MSC: Understanding

25. Anthropologists have been successful in uncovering evidence of vast trade networks, done entirely on foot, throughout the continent of North America that long preceded the arrival of Europeans. This movement and exchange of material goods and the ideas behind them—how they are made and what they are used for—supports the concept of
- a. stratification.
  - b. diffusion.
  - c. evolution.
  - d. innovation.

- ANS: B                      DIF: Moderate  
REF: How Has the Culture Concept Developed in Anthropology?  
OBJ: Discuss the concepts used by proponents of the historical particularism approach to explain  
apparent similarities among cultures.                      MSC: Understanding

26. Some anthropologists draw upon science in their work and consider societies in a manner analogous to the human body, as a system of interconnected parts, each contributing a
- unique structure.
  - specific function.

- b. small part. d. biological structure.

ANS: C DIF: Difficult

REF: How Has the Culture Concept Developed in Anthropology?

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

27. Bronislaw Malinowski employed an early form of \_\_\_\_\_ in his anthropological research conducted in the Trobriand Islands.
- a. structural functionalism c. interpretivism  
b. unilineal evolutionism d. historical particularism

ANS: A DIF: Moderate

REF: How Has the Culture Concept Developed in Anthropology?

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

28. Clifford Geertz, who urged anthropologists to explore culture primarily as a symbolic system, felt that these symbols were largely responsible for meaning and thus required a great deal of
- a. interpretation. c. collective understanding.  
b. study. d. specificity.

ANS: A DIF: Moderate

REF: How Has the Culture Concept Developed in Anthropology?

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

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 c. coercion  
b. hegemony d. power

ANS: D DIF: Moderate REF: How Are Culture and Power Related?

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

30. When you are in love, it might be very difficult to think about any inherent \_\_\_\_\_ in your relationship, but anthropologist Eric Wolf believes that it is inherent in all relationships.
- a. belief system c. stratification  
b. power dynamic d. human agency

ANS: C DIF: Difficult REF: How Are Culture and Power Related?

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

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. c. coercion.  
b. stratification. d. hegemony.

ANS: B DIF: Moderate REF: How Are Culture and Power Related?

OBJ: Define power and describe its relationship to culture in terms of its influence on individuals' access to resources and privileges in society. 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 general mechanisms created by people to promote and maintain their core values. The recent changes in same-sex marriage laws reflect what kind of mechanism?
- a. religious preferences
  - b. powerful institutions
  - c. platonic ideas
  - d. coercive powers

ANS: B

DIF: Moderate

REF: How Are Culture and Power Related?

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

MSC: Applying

33. Antonio Gramsci (1891–1937) described two aspects of power that included material power and the ability to create
- a. consent and agreement.
  - b. wealth and power.
  - c. influence and status.
  - d. prestige and class.

ANS: A

DIF: Difficult

REF: How Are Culture and Power Related?

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

MSC: Understanding

34. Which of the following is defined as the ability to create consent and agreement within a population, sometimes unconsciously, by shaping what people think is normal, natural, and possible?
- a. consumerism
  - b. coercion
  - c. materialism
  - d. hegemony

ANS: D

DIF: Difficult

REF: How Are Culture and Power Related?

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

MSC: Remembering

35. When some things become unthinkable, we often find ourselves seeing something as a “natural truth,” which is an expression of
- a. the hegemony of ideas.
  - b. the power of institutions.
  - c. cultural stratification.
  - d. human agency.

ANS: A

DIF: Moderate

REF: How Are Culture and Power Related?

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

MSC: Understanding

36. In 1989, a large number of people in China rose up to protest the lack of democratic process in Tiananmen Square, an event that was brutally repressed by the government and widely reported around the world. When they did this, they were
- a. protesting the social norm.
  - b. rioting to effect change.
  - c. demonstrating to challenge authority.
  - d. expressing agency.

ANS: D

DIF: Moderate

REF: How Are Culture and Power Related?

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

MSC: Applying

37. The development of simple stone tools by early hominids led to the ability to procure meat more efficiently. This in turn led to the change in diet that included larger amounts of protein. Many scholars believe that this shift in diet was a significant part of how our ancient ancestors adapted so quickly to a varied set of environments, and thus were able to begin cultural development. This demonstrates the intimate connection between
- a. evolution and technology.
  - c. nature and nurture.

- b. culture and environment. d. biology and psychology.

ANS: C DIF: Difficult

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

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

MSC: Analyzing

38. Culture is a highly variable process and is
- changed, contested, and negotiated.
  - fixed over time.
  - driven primarily by material processes.
  - driven primarily by power dynamics.

ANS: A DIF: Easy REF: How Is Culture Created?

OBJ: Describe the dynamic nature of culture by discussing ways in which it is changed, contested, and negotiated over time.

MSC: Remembering

39. The powerful force of consumerism today is challenging our age-old set of values that reflect
- the power of individual agency.
  - frugality, modesty, and self-denial.
  - the shift to an industrial economy.
  - a preoccupation with material goods.

ANS: B DIF: Moderate REF: How Is Culture Created?

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.

MSC: Understanding

40. Commonplace norms, values, beliefs, practices, and institutions that cultivate, sometimes unconsciously, the desire to acquire consumer goods to enhance one's lifestyle constitute a culture of
- consumerism.
  - materialism.
  - hegemony.
  - power.

ANS: A DIF: Easy REF: How Is Culture Created?

OBJ: Define the culture of consumerism and discuss how it relates to the concept of culture more generally.

MSC: Understanding

41. Which of the following industries is a key power in the creation of desire for goods and services?
- banking
  - economics
  - advertising
  - manufacturing

ANS: C DIF: Moderate REF: How Is Culture Created?

OBJ: Identify some of the mechanisms used to produce, maintain, and expand the culture of consumerism found within societies today.

MSC: Remembering

42. Current estimates suggest that children in the United States view almost forty thousand commercials a year. All of this is accomplished by advertising, which helps us learn
- to be successful as consumers.
  - how to manage our material desires.
  - how to best manage our personal finances.
  - how to have more friends.

ANS: A DIF: Difficult REF: How Is Culture Created?

OBJ: Identify some of the mechanisms used to produce, maintain, and expand the culture of consumerism found within societies today.

MSC: Understanding

43. The advent of computers and deregulation of banking in the 1970s initiated major changes in our financial environment. One of the biggest changes was
- a. online banking.
  - b. credit cards.
  - c. home equity loans.
  - d. easy student loans.

ANS: B

DIF: Moderate

REF: How Is Culture Created?

OBJ: Identify some of the mechanisms used to produce, maintain, and expand the culture of consumerism found within societies today.

MSC: Understanding

44. The credit card industry in the United States is able to extend credit to nearly anyone, even if he or she is unable to repay the credit card debt; this is especially noticeable in
- a. high school teenagers.
  - b. college students.
  - c. blue-collar workers.
  - d. poor people.

ANS: B

DIF: Moderate

REF: How Is Culture Created?

OBJ: Identify some of the mechanisms used to produce, maintain, and expand the culture of consumerism found within societies today.

MSC: Understanding

45. About fifteen years ago, the giant Walmart corporation opened a store in Germany. Ten years later, it closed the entire chain there and pulled out of the country. Its approach was to replicate—exactly—the stores found in the United States. For some corporations like McDonalds, such expansion has been successful. These efforts are all part of how globalization tends to
- a. cosmopolitanize.
  - b. monopolize.
  - c. dominate.
  - d. homogenize.

ANS: D

DIF: Moderate

REF: How Is Globalization Transforming Culture?

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

MSC: Applying

46. Cultures are influenced by many different factors: a constant flow of ideas, goods, and people. One of the major ways that people influence culture is through
- a. migration.
  - b. globalization.
  - c. invasion.
  - d. financial power.

ANS: A

DIF: Moderate

REF: How Is Globalization Transforming Culture?

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

MSC: Understanding

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. migration
  - d. globalization

ANS: D

DIF: Easy

REF: How Is Globalization Transforming Culture?

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

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. democratization.
  - c. homogenization.
  - d. industrialization.

ANS: C                      DIF: Moderate                      REF: How Is Globalization Transforming Culture?  
OBJ: Define globalization and describe three key interrelated effects it has on local cultures,  
identifying concrete examples that illustrate each of the three effects.  
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. homogenization.
  - d. migration.

ANS: B                      DIF: Moderate                      REF: How Is Globalization Transforming Culture?  
OBJ: Define globalization and describe three key interrelated effects it has on local cultures,  
identifying concrete examples that illustrate each of the three effects.  
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. advertising
  - b. nationalism
  - c. cosmopolitanism
  - d. propagandization

ANS: C                      DIF: Moderate                      REF: How Is Globalization Transforming Culture?  
OBJ: Define globalization and describe three key interrelated effects it has on local cultures,  
identifying concrete examples that illustrate each of the three effects.  
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                      REF: What Is Culture?

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

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      REF: What Is Culture?

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

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      REF: What Is Culture?

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

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      REF: How Has the Culture Concept Developed in Anthropology?

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

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      REF: How Has the Culture Concept Developed in Anthropology?

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

research.

MSC: Evaluating

6. Using an interpretivist approach, anthropologist Clifford Geertz 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 the action's symbolism is particular to a society and why.

DIF: Moderate      REF: How Has the Culture Concept Developed in Anthropology?

OBJ: Define the interpretivist approach used in anthropology and identify some of its primary proponents, including their particular research foci. 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      REF: How Are Culture and Power Related?

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

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

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.

DIF: Difficult

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

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

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

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

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

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      REF: How Is Culture Created?

OBJ: Define the culture of consumerism and discuss how it relates to the concept of culture more

generally.

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

REF: How Is Culture Created?

OBJ: Define the culture of consumerism and discuss how it relates to the concept of culture more generally.

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? 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

REF: How Is Culture Created?

OBJ: Identify some of the mechanisms used to produce, maintain, and expand the culture of consumerism found within societies today.

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, 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

REF: How Is Globalization Transforming Culture?

OBJ: Define globalization and describe three key interrelated effects it has on local cultures,

identifying concrete examples that illustrate each of the three effects.

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      REF: How Is Globalization Transforming Culture?

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

MSC: Analyzing