

Chapter 02 Culture

Multiple Choice Questions

1. Individuals do NOT learn culture through
- A. genetic transmission.
 - B. unconscious acquisition.
 - C. observation.
 - D. direct instruction.
 - E. conscious acquisition.

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Bloom's: Remember

Learning Objective: Know the defining dimensions of culture; In particular; understand what it means to say that culture is learned; shared; symbolic; all-encompassing; and integrated.

Topic: Defining culture

2. The process by which children learn culture is
- A. acculturation.
 - B. cultural transmission.
 - C. enculturation.
 - D. ethnoabsorption.
 - E. diffusion.

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Topic: Defining culture

3. _____ focuses on how people with different motives, intentions, and degrees of power and influence manage to create and transform the society in which they live.

- A. Cultural relativism
- B. Experimental anthropology
- C. Interpretive anthropology
- D. Neoevolutionism
- E. Practice theory**

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Bloom's: Remember

Learning Objective: Consider how people may avoid; subvert; and manipulate particular cultural rules and expectations; and know how anthropologists today tend to view and analyze such practices.

Topic: Cultural rules and their anthropological analysis

4. _____ is an example of civic culture.

- A. Television programming
- B. The government**
- C. McDonald's
- D. An unspoken dress code for funerals
- E. A musical performance at the city civic center

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Bloom's: Understand

Learning Objective: Consider how people may avoid; subvert; and manipulate particular cultural rules and expectations; and know how anthropologists today tend to view and analyze such practices.

Topic: Cultural rules and their anthropological analysis

5. Shared culture means that culture is

- A. an attribute of particular individuals.
- B. an attribute of individuals as members of their groups.**
- C. what ensures that all people raised in the same society have the same opinions.
- D. universally regarded as more important than the concept of the individual.
- E. imposed by more than one person.

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Bloom's: Remember

Learning Objective: Know the defining dimensions of culture; In particular; understand what it means to say that culture is learned; shared; symbolic; all-encompassing; and integrated.

Topic: Defining culture

6. _____ refers to a sign that has no necessary or natural connection to the thing it stands for or signifies.

- A. Morpheme
- B. Lexicon
- C. Phoneme
- D. Symbol**
- E. Collateral

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Bloom's: Remember

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Topic: Defining culture

7. Cultural relativism is

- A. a cultural universal, based upon the human capacity to use symbols.
- B. the argument that behavior in a particular culture should not be judged by the standards of another culture.**
- C. a cultural particular, based upon the interrelatedness of humans.
- D. the opposite of participant observation.
- E. the same thing as ethnocentrism.

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Bloom's: Remember

Learning Objective: Distinguish between ethnocentrism and cultural relativism and consider how both relate to human rights.

Topic: Defining ethnocentrism and cultural relativism

8. _____ is a cultural universal.

- A. Hypodescent
- B. Hyperdescent
- C. Bifurcate merging kinship terminologies
- D. Transhumance
- E. Some kind of family**

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Bloom's: Remember

Learning Objective: Understand and be able to provide examples of cultural universals; generalities; and particularities.

Topic: Defining cultural universalities, generalities, and particularities

9. *Ethnocentrism* is defined as viewing another culture

- A. by that culture's standards.
- B. in terms of your own culture and values.**
- C. by government standards.
- D. by the universal moral code that we all follow.
- E. through rose-colored glasses.

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Bloom's: Remember

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Topic: Defining ethnocentrism and cultural relativism

10. Which of the following are cultural particularities?

- A. features of a culture that are isolated from other features in the same culture
- B. features unique to a given culture, not shared with any others**
- C. different levels of culture
- D. the most general aspects of culture patterns
- E. cultural features exhibited by individuals rather than groups

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Bloom's: Remember

Learning Objective: Understand and be able to provide examples of cultural universals; generalities; and particularities.

Topic: Defining cultural universalities, generalities, and particularities

11. Which statement is NOT true?

- A. "All human groups have culture."
- B. "Culture provides the particular way that groups of humans deal with biological needs."
- C. "Human groups differ in their capacities for culture."**
- D. "The capacity for culture is shared by all humans."
- E. "Cultural learning is uniquely elaborated among humans."

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Bloom's: Understand

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Topic: Defining culture

12. Which statement is NOT true?

- A. "Culture is a distinctive possession of humanity."
- B. "Culture is acquired by all humans as members of society through enculturation."
- C. "Culture encompasses shared, symbol-based, learned behavior and beliefs transmitted across generations."
- D. "Everyone is cultured."
- E. "Culture is transmitted genetically."**

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Bloom's: Remember

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Topic: Defining culture

13. Which statement is NOT true?

- A. "Cultural relativism argues that cultural values vary between cultures."
- B. "Cultural relativism argues that some cultures are relatively better than others."**
- C. "Cultural relativism argues that we shouldn't use our own standards to judge conduct in other cultures."
- D. "Cultural relativism argues that no one culture is better than any other."
- E. "Cultural relativism argues that each culture is a unique, integrated whole."

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Bloom's: Understand

Learning Objective: Distinguish between ethnocentrism and cultural relativism and consider how both relate to human rights.

Topic: Defining ethnocentrism and cultural relativism

14. Cultural rights are different from human rights in that

- A. human rights are real, while cultural rights are just perceived.
- B. cultural rights are morally based, while human rights are methodologically based.
- C. cultural rights are vested in groups, not in individuals.**
- D. cultural rights are more clear-cut than human rights.
- E. the term *cultural rights* is a politically correct synonym for human rights.

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Bloom's: Remember

Learning Objective: Distinguish between ethnocentrism and cultural relativism and consider how both relate to human rights.

Topic: Defining ethnocentrism and cultural relativism

15. _____ is a cultural generality.

- A. Life in groups
- B. The use of fire
- C. The incest taboo
- D. Use of symbols
- E.** The nuclear family

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Bloom's: Remember

Learning Objective: Understand and be able to provide examples of cultural universals; generalities; and particularities.

Topic: Defining cultural universalities, generalities, and particularities

16. _____ diffusion takes place when two cultures trade, intermarry, or wage war on one another.

- A. Forced
- B.** Direct
- C. Indirect
- D. Enculturated
- E. Bilateral

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Bloom's: Remember

Learning Objective: Identify and understand the mechanisms of cultural change.

Topic: The mechanisms of cultural change

17. _____ refers to the cultural change that results when two or more cultures have continuous contact.

- A.** Acculturation
- B. Enculturation
- C. Independent invention
- D. Colonization
- E. Imperialism

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Bloom's: Remember

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Topic: The mechanisms of cultural change

18. _____ refers to processes that are causing nations and people to be increasingly interlinked and mutually dependent.

- A. Acculturation
- B. Diffusion
- C. Globalization
- D. Enculturation
- E. Independent invention

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Bloom's: Remember

Learning Objective: Know how globalization may be defined and consider how people may affect and be affected by the interrelated forces of globalization.

Topic: Defining globalization

19. The media help propel a transnational culture of _____, as they spread information about products, services, rights, institutions, and lifestyles.

- A. conflict
- B. tolerance
- C. invention
- D. electronic communication
- E. consumerism

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Bloom's: Understand

Learning Objective: Understand and be able to provide examples of cultural universals; generalities; and particularities.

Topic: Defining cultural universalities, generalities, and particularities

20. The emergence of agriculture in the Middle East and in Mexico is an example of

- A. acculturation.
- B. enculturation.
- C. independent invention.
- D. colonization.
- E. diffusion.

Accessibility: Keyboard Navigation

Bloom's: Remember

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21. What people say they do or should do is

- A. imagined culture.
- B. ethnocentrism.
- C. agency.
- D. ideal culture.**
- E. verbal culture.

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Bloom's: Remember

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Topic: Defining cultural universalities, generalities, and particularities

22. _____ refers to the different symbol-based patterns and traditions associated with particular groups within the same complex society.

- A. Subcultures**
- B. Globalization
- C. Diffusion
- D. Hypodescent
- E. Pidgins

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Bloom's: Remember

Learning Objective: Identify the levels of culture described by Kottak and address why it is important to differentiate among them.

Topic: The three levels of culture

23. Anthropologists consider _____ to be "cultured."

- A. educated people
- B. key cultural consultants
- C. ethnocentric people
- D. culturally sensitive people
- E. all people**

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Bloom's: Remember

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Topic: Defining culture

24. Which of the following human rights attempts to conserve each society's core beliefs, knowledge, and practices in relation to commercial value?

- A. cultural
- B. social**
- C. individual property
- D. intellectual property
- E. religious

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Bloom's: Remember

Learning Objective: Distinguish between ethnocentrism and cultural relativism and consider how both relate to human rights.

Topic: Defining ethnocentrism and cultural relativism

25. _____ refers to the process by which humans innovate to creatively find solutions to problems.

- A. Enculturation
- B. Acculturation
- C. Independent invention**
- D. Globalization
- E. Diffusion

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Bloom's: Remember

Learning Objective: Identify and understand the mechanisms of cultural change.

Topic: The mechanisms of cultural change

26. Humans do NOT share such features as _____ with other primates.

- A. opposable thumbs
- B. an enlarged brain-to-body ratio
- C. depth perception
- D. parental investment in offspring
- E. habitual bipedalism**

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Bloom's: Remember

Learning Objective: Know the biological background of culture; how we share cultural features with other primates; and how human culture is different from similar features in primates.

Topic: Biological background of culture

27. Humans do NOT share such features as _____ with chimpanzees.

- A. tool use
- B. meat eating
- C. stereoscopic vision
- D. high intelligence
- E. visible estrus**

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Bloom's: Remember

Learning Objective: Know the biological background of culture; how we share cultural features with other primates; and how human culture is different from similar features in primates.

Topic: Biological background of culture

28. Recent research on chimpanzee eating habits indicates that

- A. chimps are habitual hunters.**
- B. male chimps are exclusive herbivores.
- C. chimpanzees occasionally cook meat at volcanically heated springs.
- D. while chimps do hunt a little, they get most of their meat by stealing it from predators.
- E. chimpanzee hunting is the main reason New World monkeys are almost extinct.

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Bloom's: Remember

Learning Objective: Know the biological background of culture; how we share cultural features with other primates; and how human culture is different from similar features in primates.

Topic: Biological background of culture

29. _____ is unique to humans.

- A. Social life
- B. Tool use
- C. Meat eating
- D. Food sharing
- E. Preserved kinship systems**

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Bloom's: Remember

Learning Objective: Know the biological background of culture; how we share cultural features with other primates; and how human culture is different from similar features in primates.

Topic: Biological background of culture

Essay Questions

30. Describe the extent to which the use of tools is unique to humans. Illustrate your answer with examples from studies of nonhuman animals, including other primates.

Answers will vary

Bloom's: Understand

Learning Objective: Know the biological background of culture; how we share cultural features with other primates; and how human culture is different from similar features in primates.

Topic: Biological background of culture

31. Explore what studies of wild chimpanzees indicate about the nature of chimpanzee hunting behavior, and describe some possible implications of this behavior for our understanding of early hominin social organization.

Answers will vary

Bloom's: Understand

Learning Objective: Know the biological background of culture; how we share cultural features with other primates; and how human culture is different from similar features in primates.

Topic: Biological background of culture

32. Describe the biological features that humans share with primates and how they provide a biological basis for cultural attributes. Define how human culture is similar to and different from aspects of primate life.

Answers will vary

Bloom's: Understand

Learning Objective: Know the biological background of culture; how we share cultural features with other primates; and how human culture is different from similar features in primates.

Topic: Biological background of culture

33. Identify the defining attributes of culture, and provide examples of each attribute.

Answers will vary

Bloom's: Remember

Learning Objective: Know the defining dimensions of culture; In particular; understand what it means to say that culture is learned; shared; symbolic; all-encompassing; and integrated.

Topic: Defining culture

34. Discuss the different kinds of learning, and identify the kind of learning upon which culture depends.

Answers will vary

Bloom's: Understand

Learning Objective: Know the defining dimensions of culture; In particular; understand what it means to say that culture is learned; shared; symbolic; all-encompassing; and integrated.

Topic: Defining culture

35. Show how culture can be adaptive and maladaptive. Identify why it is important to understand that culture can be both adaptive and maladaptive.

Answers will vary

Bloom's: Apply

Learning Objective: Know the defining dimensions of culture; In particular; understand what it means to say that culture is learned; shared; symbolic; all-encompassing; and integrated.

Topic: Defining culture

36. Describe how human adaptability relates to culture.

Answers will vary

Bloom's: Understand

Learning Objective: Know the defining dimensions of culture; In particular; understand what it means to say that culture is learned; shared; symbolic; all-encompassing; and integrated.

Topic: Defining culture

37. Define ethnocentrism and cultural relativism and highlight where they are similar or different. Identify the problems that can arise from cultural relativism in an anthropologist's work.

Answers will vary

Bloom's: Apply

Learning Objective: Distinguish between ethnocentrism and cultural relativism and consider how both relate to human rights.

Topic: Defining ethnocentrism and cultural relativism

38. Explain the differences among cultural universals, generalities, and particularities. Illustrate your answer with examples.

Answers will vary

Bloom's: Apply

Learning Objective: Understand and be able to provide examples of cultural universals; generalities; and particularities.

Topic: Defining cultural universalities, generalities, and particularities

39. Compare and contrast the various mechanisms of cultural change.

Answers will vary

Bloom's: Analyze

Learning Objective: Identify and understand the mechanisms of cultural change.

Topic: The mechanisms of cultural change

40. Define *globalization* and identify the forces that are driving it. Discuss how globalization is affecting local peoples, as well as how they are responding.

Answers will vary

Bloom's: Apply

Learning Objective: Know how globalization may be defined and consider how people may affect and be affected by the interrelated forces of globalization.

Topic: Defining globalization

True / False Questions

41. Researchers have observed Japanese macaques making and using "termiting" sticks in the wild.

FALSE

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Bloom's: Remember

Learning Objective: Know the biological background of culture; how we share cultural features with other primates; and how human culture is different from similar features in primates.

Topic: Biological background of culture

42. Cultural learning often occurs among nonhuman animals that live in groups.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Know the defining dimensions of culture; In particular; understand what it means to say that culture is learned; shared; symbolic; all-encompassing; and integrated.

Topic: Defining culture

43. Culture is transmitted genetically.

FALSE

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Bloom's: Remember

Learning Objective: Know the defining dimensions of culture; In particular; understand what it means to say that culture is learned; shared; symbolic; all-encompassing; and integrated.

Topic: Defining culture

44. Culture is transmitted in society.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Know the defining dimensions of culture; In particular; understand what it means to say that culture is learned; shared; symbolic; all-encompassing; and integrated.

Topic: Defining culture

45. Culture is both public and individual, both in the world and in people's minds.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Know the defining dimensions of culture; In particular; understand what it means to say that culture is learned; shared; symbolic; all-encompassing; and integrated.

Topic: Defining culture

46. By definition, a symbol has an intrinsic and natural link to the thing it signifies.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Know the defining dimensions of culture; In particular; understand what it means to say that culture is learned; shared; symbolic; all-encompassing; and integrated.

Topic: Defining culture

47. The word *cat* is a symbol.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Know the defining dimensions of culture; In particular; understand what it means to say that culture is learned; shared; symbolic; all-encompassing; and integrated.

Topic: Defining culture

48. Because cultures are integrated, patterned systems, a change in one part of a culture often leads to changes in other parts.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Know the defining dimensions of culture; In particular; understand what it means to say that culture is learned; shared; symbolic; all-encompassing; and integrated.

Topic: Defining culture

49. Cultural relativism is a core value of American society.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Distinguish between ethnocentrism and cultural relativism and consider how both relate to human rights.

Topic: Defining ethnocentrism and cultural relativism

50. Although culture is one of the principal means by which humans adapt to their environment, some cultural traits may threaten a group's survival.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Know the defining dimensions of culture; In particular; understand what it means to say that culture is learned; shared; symbolic; all-encompassing; and integrated.

Topic: Defining culture

51. Although there are many different levels of culture, an individual can participate in only one level at a time.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify the levels of culture described by Kottak and address why it is important to differentiate among them.

Topic: The three levels of culture

52. Only people living in the industrialized, capitalist countries of Western Europe and the United States are ethnocentric.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Distinguish between ethnocentrism and cultural relativism and consider how both relate to human rights.

Topic: Defining ethnocentrism and cultural relativism

53. Cultural relativists believe that people should judge culture only according to the standards and traditions of that culture and not according to standards of other cultural traditions.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Distinguish between ethnocentrism and cultural relativism and consider how both relate to human rights.

Topic: Defining ethnocentrism and cultural relativism

54. The idea of universal, inalienable human rights that are superior to the laws and customs of particular cultures challenges the notion of cultural relativism.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Distinguish between ethnocentrism and cultural relativism and consider how both relate to human rights.

Topic: Defining ethnocentrism and cultural relativism

55. People in a given culture differ very little in terms of their ideas, values, goals, and beliefs.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Distinguish between ethnocentrism and cultural relativism and consider how both relate to human rights.

Topic: Defining ethnocentrism and cultural relativism

56. The nuclear family is a feature of all known cultures.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Understand and be able to provide examples of cultural universals; generalities; and particularities.

Topic: Defining cultural universalities, generalities, and particularities

57. Diffusion plays an important role in spreading cultural traits around the world.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify the levels of culture described by Kottak and address why it is important to differentiate among them.

Topic: The three levels of culture

58. Cultural generalities may arise through independent invention, when people in different societies devise similar solutions to comparable problems or challenges.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Remember

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Topic: Defining cultural universalities, generalities, and particularities

59. Acculturation is the process by which people lose the cultures they learned as children.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify and understand the mechanisms of cultural change.

Topic: The mechanisms of cultural change

60. Indigenous peoples can do nothing to counter the threats to their cultural identity, autonomy, and livelihood posed by globalization.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Know how globalization may be defined and consider how people may affect and be affected by the interrelated forces of globalization.

Topic: Defining globalization

61. The Internet has hindered the process of globalization.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Know how globalization may be defined and consider how people may affect and be affected by the interrelated forces of globalization.

Topic: Defining globalization

62. According to anthropologists, cultures eventually become fixed traditions and stop changing.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Understand

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Topic: Defining culture