Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

**Chapter 2**

1. Following the Marjory Stoneman Douglas High School shooting, survivors and students organized to
   1. defend gun rights with support from the National Rifle Association.
   2. push the U.S. Congress to pass assault weapon bans.
   3. demand the Florida legislature require background checks for gun purchases.
   4. raise awareness of the mental illness that inspires these mass shooters’ actions.

1. What is one key aspect in how we understand the idea of culture?
   1. Humans inherit culture genetically from their parents.
   2. The process of social learning is unique to humans.
   3. Humans learn culture primarily during childhood.
   4. Humans are constantly learning culture over the life span.

1. Sitting in your anthropology class helps you learn about culture through formal instruction. You can also learn about culture informally, through interactions with family, friends, and the media. What is this process called?
   1. hegemony
   2. the interpretivist approach
   3. structural functionalism
   4. enculturation

1. Humans learn culture from the people and cultural institutions that surround them. When does this learning occur?
   1. primarily in early childhood
   2. throughout their entire lives
   3. primarily when in cultural institutions such as schools
   4. generally from toddlerhood through early adulthood

1. The parents of a young American couple expect them to have a traditional wedding, but the bride wants a rainbow-colored dress and the groom wants a close female friend to be his “best man.” What does this reveal about culture?
   1. It is static and reproduced from one generation to another without change.
   2. It can be contested by people living within a particular cultural setting.
   3. It is genetically inherited.
   4. It is unique to humans.

1. Which of the following is one of the four elements of culture that an anthropologist considers when attempting to understand its complex workings?
   1. symbols
   2. individualism
   3. ethnicity
   4. the human microbiome

1. Ideas or rules about how people should behave in particular situations or toward certain other people are considered
   1. beliefs.
   2. meanings.
   3. norms.
   4. values.

1. Ten-year-old Davi is getting dressed to go to a wedding at a synagogue. When his parents see that he’s wearing jeans and a T-shirt, they tell him that he needs to wear a suit instead. What are Davi’s parents teaching him?
   1. the Jewish religion
   2. norms
   3. mental maps of reality
   4. ethnicity

1. In many European and Latin American cultures, people commonly greet one another with a kiss on the cheek. In the United States, people may be more likely to greet one another with a hug or a handshake. An anthropologist would call these \_\_\_\_\_ actions, in that they communicate meaning in context.
   1. symbolic
   2. agency
   3. value
   4. power

1. When studying abroad, Shelby talks about racial categories in the United States. Her new friends from other countries are surprised and say that racial categories based on visible differences such as skin color are different in their countries. Shelby remembers from her anthropology class that racial categorization can be explained by
   1. biological differences between groups.
   2. genetic variations between groups.
   3. language differences between groups.
   4. people’s mental maps of reality.

1. Although culture takes many forms worldwide, we can recognize shared characteristics of culture as a concept. Which of the following statements is true of culture?
   1. Culture is an innate part of human nature that does not need to be learned.
   2. Culture is a system.
   3. Culture remains the same across generations.
   4. Culture applies to large groups only.

1. Identify the term that reflects the belief that one’s own culture or way of life is normal, natural, or even superior to that of others. People who subscribe to this belief may use their culture as a basis to evaluate and judge the cultural ideas and practices of others.
   1. ethnocentrism
   2. cultural relativism
   3. enculturation
   4. hegemony

1. Which of the following is an example of enculturation as a formal process?
   1. Children are required by their schools to sit at desks and raise hands to speak.
   2. Children learn a second language by spending leisure time with their neighbors.
   3. Children develop songs and games together as they play.
   4. Children learn vocabulary from listening to parents and siblings talk at home.

1. The concept of culture is a very recent idea and was actually developed by
   1. Franz Boas’s work in the Pacific Northwest.
   2. Edward Burnett Tylor’s work in England.
   3. Charles Darwin’s work in the Galapagos Islands.
   4. Bronislaw Malinowski’s work in the Trobriand Islands.

1. Edward Burnett Tylor (1832–1917) is credited with crafting the first definition of which of the following central concepts in anthropology?
   1. ethnography
   2. hegemony
   3. agency
   4. culture

1. \_\_\_\_\_ was an early anthropologist who sought to organize vast quantities of data about the diversity of world cultures that were being accumulated through colonial and missionary enterprises of the nineteenth century.
   1. Lewis Henry Morgan
   2. Franz Boas
   3. Bronislaw Malinowski
   4. Margaret Mead

1. What concept, inspired by the work of Charles Darwin, proposes that the diversity of human cultures represent different stages of development, from simple to complex?
   1. historical particularism
   2. structural functionalism
   3. unilineal cultural evolution
   4. enculturation

1. 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. What do we call his approach?
   1. structural functionalism
   2. hegemony
   3. historical particularism
   4. unilineal cultural evolution

1. Which student of Franz Boas explored the ways in which cultural traits and entire cultures are uniquely patterned and integrated?
   1. Margaret Mead
   2. Bronislaw Malinowski
   3. E. E. Evans-Pritchard
   4. Ruth Benedict

1. Anthropologist Margaret Mead (1901–1978) is best known for her research on sexuality among young people in Samoa. Mead contrasted this aspect of Samoan culture with which aspect of culture among American people?
   1. sexual competition
   2. repression of sexuality
   3. sexual freedom
   4. wearing head coverings

1. Margaret Mead’s fieldwork in Samoa was controversial in part because she examined sexual freedom, and considered sexual behavior to be rooted in
   1. stratification.
   2. enculturation.
   3. unilineal culture evolution.
   4. structural functionalism.

1. The analysis of culture as a symbolic system is part of which anthropological approach?
   1. structural functionalism
   2. historical particularism
   3. unilineal cultural evolution
   4. interpretivist approach

1. Clifford Geertz (1926–2006) argued that every cultural action is more than the action itself. It also has deeper meaning, subject to interpretation. What key idea in anthropology did this important theoretical idea help promote?
   1. Cultures arise from different causes, not uniform processes.
   2. Symbols are a crucial means of understanding other cultures.
   3. Balinese symbols hold the key to how we might understand behaviors in other cultures.
   4. Enculturation shapes sexual behavior.

1. Anthropologists have uncovered evidence of vast trade networks throughout the entire continent of North America that long predate the arrival of Europeans. The exchange of cultural traits that can occur through such material exchanges is called
   1. stratification.
   2. diffusion.
   3. evolution.
   4. enculturation.

1. Many early anthropologists like Bronislaw Malinowski (1884–1942) drew from biology to support their work. They believed that society, like the human body, was composed of interconnected parts, with each part having
   1. many symbolic meanings.
   2. stratification.
   3. a particular function.
   4. a biological basis.

1. In his research conducted in the Trobriand Islands, Bronislaw Malinowski employed an early form of what type of anthropological theory?
   1. structural functionalism
   2. unilineal cultural evolutionism
   3. epigenetics
   4. historical particularism

1. Clifford Geertz urged anthropologists to explore culture primarily as:
   1. a symbolic system.
   2. a sequence of stages from simple to complex.
   3. a structure of interconnected, functional parts.
   4. an uneven distribution of resources.

1. In her book *Liquidated: An Ethnography of Wall Street*, Karen Ho combines a detailed description of cultural activity with an analysis of the layers of cultural meaning in which those activities are embedded. Her research is an example of
   1. thick description.
   2. enculturation.
   3. structural functionalism.
   4. historical particularism.

1. Which anthropologist advocated most explicitly for “thick description”?
   1. Clifford Geertz
   2. Bronislaw Malinowski
   3. Ruth Benedict
   4. Margaret Mead

1. Which of the following is defined as the ability or potential to bring about change through action or influence?
   1. stratification
   2. hegemony
   3. coercion
   4. power

1. What did anthropologist Eric Wolf argue to be an aspect of all human relationships, such as those between a teacher and a student or a landlord and tenant, that can lead to stratification?
   1. segregation
   2. power dynamics
   3. hegemony
   4. empathy

1. What do anthropologists call the uneven distribution of resources and privileges, which is often along lines of gender, racial or ethnic group, class, age, family, religion, sexuality, or legal status?
   1. racism
   2. stratification
   3. coercion
   4. hegemony

1. Culture is more than a set of ideas or patterns of behavior shared by a group of people. It also includes general mechanisms created by people to promote and maintain their core values. The 2015 U.S. Supreme Court ruling on same-sex marriage reflects the influence of which of these types of mechanisms?
   1. religious preferences
   2. powerful institutions
   3. hegemony
   4. coercive powers

1. Antonio Gramsci (1891–1937) described two aspects of power. One was material power. How did Gramsci describe the other aspect of power?
   1. the ability to create consent and agreement
   2. the stratification of wealth and power
   3. societal influence and status
   4. the existence of prestige and class

1. 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?
   1. the culture of consumerism
   2. coercion
   3. enculturation
   4. hegemony

1. We often find ourselves seeing some aspect of life within our cultural context as a “natural truth” and viewing any alternative as unthinkable. What is this an expression of?
   1. the hegemony of ideas
   2. the power of institutions
   3. stratification
   4. human agency

1. In 1989, a large number of people in China protested the lack of democratic process through demonstrations in Tiananmen Square. From an anthropological perspective, what is this called?
   1. structural functionalism
   2. actor networks
   3. hegemony
   4. expressing agency

1. Hegemony is one of two aspects of power described by Italian political philosopher Antonio Gramsci. Which of the following situations is an example of hegemony?
   1. the fight to make interracial marriages more socially acceptable in the United States
   2. British missionaries teaching supremacy of the Christian worldview in South Africa
   3. the use of British military force in the colonialization of South Africa
   4. the banning of headscarves in schools by the French government

1. What is one field you may explore if you want to study the complex relationship between culture and biology?
   1. epigenetics
   2. unilineal cultural evolution
   3. structural functionalism
   4. social evolutionary frameworks

1. Stone tools enabled our ancestors to butcher meat more quickly and efficiently, thereby providing greater quantities of protein for the developing brain and influencing the direction of our physical adaptation. This demonstrates the intimate connection between
   1. unilineal cultural evolution and technology.
   2. norms and values.
   3. nature and nurture.
   4. biology and hegemony.

1. You are an anthropologist investigating the ways that malnutrition in pregnant women can affect the genetic development of their children. What field are you engaging with?
   1. epigenetics
   2. structural functionalism
   3. unilineal cultural evolution
   4. mental maps of reality

1. All humans have shared biological needs, such as a need for food. However, in China people have an aversion to cheese, a food that is highly desired in the United States; and in the United States most people would find snake or dog meat inedible, even though both are enjoyed in China. How can this be explained?
   1. genetic differences
   2. the influence of culture and environment
   3. epigenetic differences
   4. physical adaptation

1. What do scientists call the independent microorganisms (comprising about 90 percent of our 100 trillion cells) in the human body?
   1. epigenetics
   2. the human microbiome
   3. a symbolic system
   4. a cultural norm

1. Which statement about epigenetics is accurate?
   1. Environmental factors sometimes directly affect the expression of genes.
   2. Once individuals are born, they do not adapt or evolve any further within their lifetime.
   3. True genetic change requires very small changes over many generations.
   4. Environmental factors shape the lives of individuals, but not at the level of genes.

1. Recently, scientific researchers have been delving into how culture and human behavior are affected by our DNA. One field that studies genes is the field of epigenetics. What does the field of epigenetics study?
   1. the ways in which gene expression is influenced by a person’s environment
   2. the ways in which gene expression is changed by a DNA sequence
   3. the ways in which the microbiome influences gene expression
   4. the ways in which the behavior of hunter-gatherers influences human behavior today

1. Which of the following describes how anthropologists describe the primary way humans adapt to and manipulate their physical and social environments, in light of the human evolutionary past?
   1. Cultural and genetic adaptation have become equally important as primary adaptive mechanisms.
   2. Cultural adaptation has mostly replaced genetic adaptation.
   3. Genetic adaptation was, and is, primary.
   4. Epigenetic adaptation will soon replace culture as a primary adaptive mechanism.

1. Current estimates suggest that children in the United States view almost 40,000 commercials a year. This advertising helps us learn how to do what?
   1. be successful in our roles as consumers
   2. best manage our personal finances
   3. have more friends through socialization
   4. manage and reduce our material desires

1. Which of the following industries has the primary goal of creating a desire for goods and services?
   1. banking
   2. manufacturing
   3. advertising
   4. higher education

1. As a culture, consumer culture contains elements that make purchasing of goods and services feel normal and natural, such as the values attached to buying gifts on some holidays or how certain products serve as symbols of elevated social status. Financial institutions play a role in this culture by
   1. allowing people to consume despite a lack of cash.
   2. promoting values of frugality, modesty, and self-denial.
   3. generating a desire to consume.
   4. restricting poor people from attaining higher social status through consumption.

1. Culture and economics are closely linked to each other. What did Max Weber say about the connection (or lack thereof) between Protestantism and capitalism?
   1. Protestant values led to the rise of capitalism in the West.
   2. Protestant values prevented capitalism from flourishing in the West.
   3. Capitalism rose in the West despite opposition from Protestant values.
   4. There is no connection between Protestantism and capitalism.

1. The values of today’s consumer culture differ from those of the old Protestant ethic. Which of the following is an example of a consumer culture value?
   1. frugality
   2. modesty
   3. self-denial
   4. being middle-class

1. Which of the following processes is intensifying the exchange and diffusion of people, ideas, and goods worldwide, creating more interaction and engagement among cultures?
   1. historical particularism
   2. stratification
   3. epigenetics
   4. globalization

1. What do we call the process that reduces cultural diversity due to foreign influences that inundate local practices, products, and ways of thinking?
   1. hegemony
   2. agency
   3. homogenization
   4. historical particularism

1. A global outlook is emerging in response to increasing globalization linking cultural practices, norms, and values across great distances, even to the most remote areas of the world. What do anthropologists call this broad, as opposed to local, outlook?
   1. capitalism
   2. cosmopolitanism
   3. homogenization
   4. migration

1. The export of television shows worldwide and the knowledge of other cultures that is subsequently disseminated to even remote areas of the world are examples of how globalization can foster
   1. advertising.
   2. nationalism.
   3. cosmopolitanism.
   4. historical particularism.

1. Ifeoluwa and Grace live in different countries, practice different religions, and speak different languages. However, they both like the same clothing brands and have the same favorite television show. Their surprising similarities demonstrate the impact of
   1. cultural norms.
   2. stratification.
   3. unilineal cultural evolution.
   4. globalization.

1. The differences in menu items in McDonald’s restaurants around the world is a counterexample to what potential consequence of globalization?
   1. hegemony
   2. consumer culture
   3. coercion
   4. homogenization

1. Despite some anthropologists’ and activists’ fears that globalization would reduce cultural diversity through homogenization, the outcome of many global encounters has led to a mixing of elements from other cultures into a community’s beliefs and practices. This is called
   1. migration.
   2. displacement.
   3. cosmopolitanism.
   4. hybridization.

1. Globalization has increased flows of ideas, goods, and people. Migrant workers in New York City bring their labor and ideas with them, but anthropologist Robert Smith, in *Mexican New York*, illustrates the fact that migrant laborers in New York also bring
   1. cheaper oranges from Mexico.
   2. HIV back to Mexico.
   3. counterfeit video materials from Mexico.
   4. community development back to Mexico.

1. What does the presence of the McDo rice burger on the McDonald’s menu in the Philippines suggest?
   1. Homogenization of local culture is occurring.
   2. People go to McDonald’s to participate in what they view as a middle-class activity.
   3. Global encounters can be modified to reflect local culture.
   4. nothing

1. Which is an the example of how rural populations are affected by globalization?
   1. Rural populations watch locally produced television content.
   2. Rural populations purchase expensive products that they see advertised on television.
   3. Egyptians in rural areas watch Coca-Cola advertisements on television.
   4. Rural populations reject globalization by sticking to the same cultural norms and rules.

1. Describe an example of a cultural encounter that you have experienced in your own life and discuss the cultural norms, values, symbols, and mental maps of reality that characterized the encounter. Conclude by discussing what you learned about cultural differences from that encounter.

1. Mental maps of reality constitute one of the four elements that anthropologists often consider when conducting research on culture. 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.

1. Define and distinguish between the approaches of historical particularism and structural functionalism in early anthropology. Who developed each of these approaches, and how does each go about studying culture? How did these two approaches differ from the preceding approach of unilineal cultural evolution?

1. 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 two 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 of this approach for the way in which societies are perceived around the world?

1. 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? Explain your reasoning.

1. Antonio Gramsci described hegemony as one of two primary aspects of power. Define hegemony and provide at least 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 in countries today, such as in the United States? Why?

1. Define human agency and explain how it relates to culture and power. Provide two examples of how individuals engage in human agency. Next, using these same two examples, discuss how human agency may be used to challenge aspects of culture and power. What are some of the implications of this relationship between agency and culture or power?

1. Popular American discourse often assigns biology—and usually genes—the primary role in determining who we are. 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?

1. Former Harvard University president and economist Lawrence Summers commented in a 2005 speech that Harvard and other, similar universities likely have more men in science and math faculties than women because men’s brains are 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, 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 discrepancies?

1. 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 the U.S. culture of consumerism affect other cultures worldwide, and if so, how?

1. The notion of a culture of consumerism is distinct from the concept of culture more generally. Do you think that a culture of consumerism has effects on other aspects of human cultures? What are some benefits and drawbacks of the culture of consumerism in your society today? Do you think cultures of consumerism could affect societies in long-term ways? How?

1. The advertising industry is key in igniting human desires for goods and services, which fuels a 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 your society today? Is there any evidence that suggests 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.

1. Homogenization is just one of the effects of globalization on cultures around the world. Define homogenization and give at least three examples of it. Give two examples of cultural elements that originated in cultures different from your own that you now see as part of your own culture. Do you think that globalization will indeed cause the homogenization of world cultures in the future? Why or why not?

1. Globalization has led to an unprecedented rate of change worldwide. Barely one hundred years ago, anthropologists traveled to remote places to document other peoples’ lifestyles, which have already dramatically shifted. How has globalization changed ethnographic research for anthropologists? What aspects of culture within the framework of globalization might an anthropologist study to produce meaningful, useful results?

**Answer Key**

**Chapter 2**

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| --- | --- |
| 1. Answer: | C |
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| 1. Answer: | C |
| 1. Answer: | Students should provide at least one concrete example and should demonstrate a 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 and clearly explain what they experienced or learned about culture. |
| 1. Answer: | Students must be able to define mental map of reality and identify the element’s two associated functions: they classify reality and assign meaning to what has been classified. They must also be able to provide a concrete example of each function and articulate why an anthropologist should consider mental maps of reality when conducting research. |
| 1. Answer: | Students must be able to generally define, compare, and contrast both approaches, as well as identify their main proponents. Historical particularism, attributed to Franz Boas, is the idea that cultures develop in specific ways because of their unique histories; structural functionalism, attributed to Bronislaw Malinowski and E. E. Evans-Pritchard, is a conceptual framework positing that each element of society serves a particular function to keep the entire system in the equilibrium. Students must also be able to draw clear distinctions between these two approaches and the unilineal cultural evolution approach. |
| 1. Answer: | Students must correctly reference the concept of unilineal cultural evolution and identify Edward Burnett Tylor, James Frazer, and Henry Morgan as the three proponents. They must also correctly identify the three stages as savage, barbarian, and civilized and must mention at least two implications that this approach could have on how societies are perceived around the world. |
| 1. Answer: | Students must use the correct definition of the interpretivist approach (a conceptual framework that sees culture primarily as a symbolic system of deep meaning). 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. |
| 1. Answer: | Students should be able to clearly define hegemony and 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 (which includes political, economic, or military 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, and should fully substantiate whatever stand they take. |
| 1. Answer: | Students should be able to clearly define human agency (the potential power of individuals and groups to contest cultural norms, values, mental maps of reality, symbols, institutions, and structures of power) 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 (for example, refusing to participate in a cultural event, voting for a change on the legalization of gay marriage, and so forth). Students should conclude by offering concrete examples of implications, either negative or positive, regarding the impact that agency has on culture and society. |
| 1. Answer: | 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 that anthropologists use to substantiate this argument, such as the variety that exists across cultural groups even though human genetic codes are 99.9 percent identical. |
| 1. Answer: | Students must identify the statement as belonging to the nature, or biological, perspective on 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. |
| 1. Answer: | Students should accurately define the culture of consumerism (norms, values, beliefs, practices, and institutions that have become commonplace and accepted as normal and that cultivate the desire to acquire consumer goods to enhance one’s lifestyle) 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 at a restaurant. Students should also include worldwide examples, like worldwide celebrations of events such as Cinco de Mayo, certain tourist destinations and activities, fashion, the consumption of particular foods, or highly advertised pilgrimages. |
| 1. Answer: | 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 a 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. |
| 1. Answer: | 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 and other public ads from interest groups are developed to persuade citizens to “buy into” certain ideologies and behaviors, which constitutes an example of a mechanism of hegemony. |
| 1. Answer: | 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. |
| 1. Answer: | Students should clearly identify and discuss all the core parts of globalization mentioned in the text. This should include homogenization, diversification, migration and global flows, and cosmopolitanism. They should be able to either develop an example of their own or draw from the examples in the book to build their argument. |