CHAPTER 1
Anthropological Perspectives

Learning Objectives

Chapter Objectives
This chapter introduces anthropology as an academic subject and explores its historical development. It discusses various theoretical and contemporary perspectives on fieldwork and ethnography. It also explores how the evolutionary past of primates and early humans is used and understood by contemporary cultural anthropologists.

- Learning Objective 1: Understand the definitions of culture and the subdisciplines of anthropology.
- Learning Objective 2: Understand the differences between cultural relativity and ethnocentrism.
- Learning Objective 3: Understand the significance of the major characteristics, physical and cognitive, of Homo sapiens and how they differ from earlier hominids.
- Learning Objective 4: Understand the history of anthropology and the changes in the discipline over the past 150 years.
- Learning Objective 5: Understand how the metaphor of the “tapestry” applies to learning about culture.

Sample Questions
Multiple choice questions
Select the one answer that best completes the thought.
1. Anthropology can be best described as:
   A. the study of behavior and customs
   B. digging up bones to study the evolution of the human species
   C. the comparison of cultures in order to identify similarities and differences of patterning
   D. the analysis of the weaving of tapestry

2. Culture can be defined as:
   A. a set of ideas and meanings that people use based on the past and by which they construct the present
   B. symphony orchestras and opera
   C. the knowledge about yourself and your past that you’re born with and is transmitted through your genes
   D. all of the above

3. Society is
   A. the same thing as culture
   B. common to humans, animals, and insects living in groups
   C. only what elites in a community have
   D. a social grouping of individuals of the same age and gender

4. Since all cultures need to solve the basic problems of human existence, all cultures share certain cultural universals such as
   A. language and incest taboos
   B. the same set of ideas about marriage and kinship
C. food preferences  
D. the same laws to keep people under control  
5. Claude Lévi-Strauss is most closely associated with the theoretical perspective of  
   A. cultural evolution  
   B. social Darwinism  
   C. functionalism  
   D. structuralism  

ANSWERS: 1–C; 2–A; 3–B; 4–A; 5–D  

True–false questions  
Are the following statements true or false? If any part of a statement is false, then the answer must be F.  
1. Ethnocentrism means being proud of your heritage.  
   T  F  
2. Culture is something that you’re born with like eye color or hair color.  
   T  F  
3. Archaeology is the study of cultures through their material remains.  
   T  F  
4. Navajo people today live, work, and exist totally separate from other Americans, exactly as their ancestors did several generations ago.  
   T  F  
5. The concept of “partial truths” suggests that different people within a culture have different views of ideas and norms about the culture as a whole.  
   T  F  
6. Human cultural behavior is unique in that it is based on language and the capacity to create symbols, in contrast to other primates.  
   T  F  
7. Franz Boas was an American anthropologist who did fieldwork among Northwest Coast native peoples.  
   T  F  
8. Bronislaw Malinowski is famous for his fieldwork in western Africa.  
   T  F  
9. Clifford Geertz explored the meanings that cultures encode by analyzing the Balinese cockfight.  
   T  F  
10. Most contemporary anthropologists ignore the history of the community they study and leave the study of those issues to historians.  
   T  F  

ANSWERS: 1–F; 2–F; 3–T; 4–F; 5–T; 6–T; 7–T; 8–F; 9–T; 10–F  

Fill in the blank  
Complete the following statement with the word or phrase that best completes the thought.  
1. The nineteenth-century anthropologist who made ethnographic observations about the Iroquois Indians and theorized about cultural evolution was:
2. The early twentieth-century anthropologist who did extensive fieldwork among the Trobriand Islanders near New Guinea and viewed cultural institutions as functioning in response to human biological and psychological needs was:
3. Clifford Geertz and David Schneider are associated with the theoretical perspective of:
4. The fundamental similarities that all cultures share are referred to as:
5. Culture is learned and acquired by infants through a process referred to by anthropologists as:

ANSWERS:
1. Lewis Henry Morgan
2. Bronislaw Malinowski
3. symbolic anthropology
4. cultural universals
5. enculturation

Internet Activities:
1. AnthroSource is the website for the American Anthropological Association. Log on to the website and look at “Sections and Interest Groups.” What does this suggest to you about the scope of contemporary anthropology? Which of these groups do you think you would want to join, and why?

2. The Public Anthropology Journal Archive Project, allows you to search for any author, topic, or cultural group written about in American Anthropologist, the journal of the American Anthropological Association, from 1888. Log onto its site, http://www.publicanthropology.org/Archive/AAListByYears.htm, and search articles about one culture group that interests you, for example, the Maya or Hopi. Some things you might want to note in the resulting list:
   • What issues were prominent in the late nineteenth century?
   • early twentieth century?
   • early twenty-first century?
   • What might account for some of the changes you see in the discussion of a particular culture group over the two centuries of publication of this journal?

3. http://www.discoverchimpanzees.org is the website for the Jane Goodall Institute Center for Primate Studies at the University of Minnesota. It provides a wide variety of information about chimpanzee distribution and behavior. It also contains field guides for observing and recording information about chimpanzee behavior. Follow the instructions for one of the downloadable activities for observing wildlife. How do you think observing primate behavior compares with fieldwork observing human populations?
CHAPTER 2
The Anthropological Method

Learning Objectives

Chapter Objectives
This chapter discusses fieldwork—its history, theory, and practice. Exploring fieldwork methodology reveals important contradictions and moral dilemmas anthropologists face in the field, interacting with informants. By employing the comparative method this chapter analyzes two weddings in different communities, different times, and drawing on difference sources. This reveals similarities and differences as well as the multiple forms of data from which anthropologists can draw conclusions about culture and ritual.

- Learning Objective 1: Understand the complexities and dynamics of fieldwork.
- Learning Objective 2: Understand the multiple dilemmas fieldworkers face with informants and data gathering.
- Learning Objective 3: Understand the complexities of a Kwakiutl marriage, based on ethnographic data collected by Franz Boas and his key informant George Hunt in the late nineteenth century.
- Learning Objective 4: Understand the intricacies of an elite American wedding, based on widely available newspaper and magazine descriptions.
- Learning Objective 5: Draw conclusions on the similarities and differences of these two wedding ceremonies and experience making conclusions about the respective cultures from diverse forms of data.

Sample Questions
Multiple choice questions
Select the one answer that best completes the thought.
1. George Hunt was:
   A. the founder of the school of thought known as structuralism
   B. the key informant of Franz Boas in Baffinland
   C. the inventor of anthropology
   D. a nineteenth-century armchair scholar
2. While doing fieldwork an anthropologist:
   A. lives in the community being studied
   B. participates in daily life and activities
   C. learns the language
   D. does all of the above
3. An ethnography that traces one phenomenon across borders and through transnational communities is referred to as:
   A. historical
   B. multisited
   C. community study
   D. urban anthropology
4. Anthropologists working in a community gathering data are:
A. generally aloof and standoffish so they don’t form personal relations that get in the way of their scientific observations
B. concerned with reciprocity, that is, how they can repay their informants for their time and effort
C. unconcerned with how the community views them
D. see themselves as teachers, there to change the ways of the community

5. One major difference between the Kwakiutl wedding and the Shriver–Schwarzenegger wedding is:
A. The focus in the Kwakiutl wedding is on the families of the bride and groom, while in the American wedding the focus is on the couple.
B. The Kwakiutl wedding brings together families of different socioeconomic statuses; the American wedding is between equals.
C. The American wedding is only about religion and ritual; money and consumption play no part in the ceremony, while they are important in the Kwakiutl wedding.
D. There are no differences—brides and grooms are the same the world over.

ANSWERS: 1–B; 2–D; 3–B; 4–B; 5–A

True–false questions
Are the following statements true or false? If any part of a statement is false, then the answer must be F.
1. Participant observation involves living with other people, learning their language, and understanding their behavior and ideas.
   T   F
2. Anthropologists gain information by interviewing individuals in the culture, who are referred to as local guides.
   T   F
3. George Hunt was Franz Boas’s key informant.
   T   F
4. In a Kwakiutl wedding the bride and groom are the primary focus of all the rituals.
   T   F
5. A numaym is the Kwakiutl term for a group of relatives.
   T   F
6. A Kwakiutl wedding is marked by massive distribution of valued material goods like blankets.
   T   F
7. Salvage anthropology is the study of waste and garbage.
   T   F
8. A potlatch is a large–scale ceremonial distribution of important material goods that enhances the political prestige of the donor.
   T   F
9. A total social phenomenon is one in which the entire community is involved and that has important economic and political elements.
   T   F
10. Being reflexive in ethnography means the same thing as being scientific and objective.
    T   F
ANSWERS: 1–T; 2–F; 3–T; 4–F; 5–T; 6–T; 7–F; 8–T; 9–T; 10–F

Fill in the blank
Complete the following statement with the word or phrase that best completes the thought.
1. The first person to carry out fieldwork in the late nineteenth century with the Eskimos of Baffinland was:
2. Diverse societies with regional, class, occupational, religious, and ethnic differences are referred to as:
3. Ethnography that informs readers about the anthropologist's experiences of fieldwork as well as the anthropological conclusions is referred to as:
4. The ceremonial redistribution of large amounts of food and material goods that reinforces social and political status is known as:
5. An ethnography that traces a phenomenon across borders and through transnational communities is:

ANSWERS:
1. Franz Boas
2. complex societies
3. reflexive
4. potlatch
5. –multisited ethnography

Internet Activities
1. Explore current ethical issues in anthropology and fieldwork. Log onto the website of the American Anthropological Association, http://www.aaanet.org. Go to the Handbook on Ethical Issues in Anthropology, edited by Joan Cassell and Sue–Ellen Jacobs. Click onto the section “Cases and Solutions,” http://www.aaanet.org/publications/pubs/casesandsolution.cfm. This chapter contains several cases of ethical dilemmas faced by actual anthropologists in their field settings. Read any two cases, and see if you agree with the anthropologists’ decisions and the outcome of the cases as described.

2. The website http://astro.temple.edu/~ruby/ruby/boas.html contains the analysis of a film Boas made of the Kwakiutl in 1930, depicting the movements involved in dance, basketry, and woodworking. It is also a discussion of his contributions to the field of visual anthropology and suggests why he is such a revered figure in American anthropology. What are some of the major contributions Boas made to the study of anthropology?

3. Compare mainstream American wedding practices and those of other ethnicities. Search “wedding etiquette” for multiple websites and information on American and ethnic wedding norms, practices, and rituals. What are the major characteristics of the American wedding and the division of its expenses? What do these norms reveal about contemporary American culture? Research further and find ethnic or regional variation in American wedding customs.
CHAPTER 3
Language and Culture

Learning Objectives

Chapter Objectives
This chapter discusses language as part of culture. Language is central to culture since it is the means through which most of culture is learned and communicated. This chapter explores the structures and components all languages have in common. It discusses the theories and objectives of historical linguistics, and it demonstrates how linguistics and archaeology work together in reconstructing historical human migration patterns. It looks at the many forms of sociolinguistics, the discussion of how languages reflect issues of power, gender, race, and ethnic identity.

• Learning Objective 1: Understand the structural components of all languages.
• Learning Objective 2: Understand the processes anthropologists use for uncovering the histories of languages and language groups.
• Learning Objective 3: Explore the political implications of language contact, language interaction, and language use in communities and within states.
• Learning Objective 4: Explore how subcultures and ethnic groups use language as a form of resistance and expression. Understand the gender–based differences in language style within one culture.
• Learning Objective 5: Understand how anthropologists and linguists think about African American Vernacular and other linguistic forms unique to one language community.

Sample Questions
Multiple choice questions
Select the one answer that best completes the thought.
1. What are morphemes?
   A. the smallest units of sound in a language that make distinction in meaning
   B. the smallest units of sound in a language that convey meaning
   C. the same thing as a word
   D. none of the above

2. What term refers to the arrangement and ordering of words into sentences?
   A. lexicon
   B. ethnosemantics
   C. syntax
   D. phonology

3. Linguists Sapir and Whorf both studied and wrote about:
   A. the relationship between the language people speak and their perception of the world around them
   B. the universal patterns of language all human beings express
   C. African American Vernacular
   D. rap music and its influence on popular culture

4. Human language is considered distinct from other forms of animal communication because:
   A. It communicates thoughts and ideas symbolically.
B. It is infinitely creative and expandable.
C. It is based on a set of ideas that are learned across generations.
D. All of the above

5. Studies comparing gender styles and language in different locations show:
   A. Women around the world use the same speech styles and patterns.
   B. Men’s speech is always more assertive than women’s speech.
   C. Women in business settings are at a disadvantage unless they emulate masculine linguistic styles.
   D. Malagasy and British linguistic styles are the same for men and women.

ANWERS: 1–B; 2–C; 3–A; 4–D; 5–C

True-false questions
Are the following statements true or false? If any part of a statement is false, then the answer must be F.
1. A morpheme is the smallest unit of speech with sound and meaning.
   T F
2. A phoneme is the same as a short word.
   T F
3. The –er in shoemaker is a bound morpheme.
   T F
4. A complete description of a language is its lexicon.
   T F
5. The American linguist Noam Chomsky argues that there are a great many shared characteristics in all languages due to underlying structures of the human brain.
   T F
6. The American anthropologist Franz Boas argued that languages are all equally complex and cannot be rated on a scale from simple to more complex.
   T F
7. Cognates are words with the same meaning and similar phonemic structure in two languages.
   T F
8. Ethnosemantics is the investigation of culture-specific systems of classification of animals, plants, colors, and numbers.
   T F
9. African American Vernacular English is the same thing as slang, or ungrammatical, standard English.
   T F
10. Ferdinand de Saussure is associated with the linguistic hypothesis that the way humans perceive the world is dependent upon the lexicon of the language they use.
   T F

ANSWERS: 1–T; 2–F; 3–T; 4–F; 5–T; 6–T; 7–T; 8–T; 9–F; 10–F

Fill in the blank
Complete the following statement with the word or phrase that best completes the thought.
1. The smallest unit of sound in any language that is used in various combinations to make up units of meaning is called a:
2. Sanskrit, Latin, Greek, and most of the languages of modern Europe belong to the language family called:
3. Words in different languages with similar phonemic structures and the same meaning are:
4. The study of how cultures organize and classify the world and its components as expressed in language is:
5. The study of how speech forges shared cultural understandings and constructs social life and political relationships between groups is:

ANSWERS:
1. phoneme
2. Indo-European
3. cognates
4. ethnosemantics
5. sociolinguistics

Internet Activities
1. Explore the website Ethnologue: Languages of the World, at www.Ethnologue.com. Click onto the “Country Index” section and consider the following questions:
   • What does this suggest to you about linguistic diversity and linguistic imperialism in American history?
   • By analyzing over the list of languages spoken in the United States what can you conclude about important social and historical forces impacting on language use today in the United States?

2. Look at the links at Explore Linguistics, http://logos.uoregon.edu/explore, a website that encourages students to study linguistics. What are some of the major issues that contemporary linguistics are concerned with today?

3. Read the page “Primate Use of Language,” created by Lauren Kosseff at http://www.pigeon.psy.tufts.edu/psych26/language.htm. Study the communications abilities of Kanzi, Washoe, Loulis and Nim, and Koko. What are some of the characteristics of primate language? Is primate language the same as human language? Based on these reports, do you think language is uniquely human?
CHAPTER 4
Learning Language and Learning Culture:
Culture and the Individual

Learning Objectives

Chapter Objectives
This chapter considers the ways in which individuals learn the language of the society into which they are born and how language relates to culture and behavior. This discussion includes the relationship of the individual to his or her culture, the range of personality variation within cultures, and ways that cultures deal with individuals whose behavior is outside the generally accepted norms.

- Learning Objective 1: Understand the various stages of speech perception of infants and young children.
- Learning Objective 2: Understand the relationship between learning one’s language and learning one’s culture, including gender roles and appropriate social behaviors.
- Learning Objective 3: Understand the uses and limitations of cross-cultural study of personality types.
- Learning Objective 4: Explore cross-culturally processes of enculturation and the connection between child-rearing and personality.
- Learning Objective 5: Understand how anthropologists study mental illness using a cross-cultural perspective.

Sample Questions

Multiple choice questions
Select the one answer that best completes the thought.

1. Recent research shows that the earliest stage at which a child responds to language is:
   A. fetal (prenatal)
   B. newborn
   C. toddler
   D. adolescence

2. The rate at which an infant builds vocabulary:
   A. is based on neuroanatomy and therefore is the same for all infants everywhere
   B. is determined by what skills the infant is born with
   C. is greatly influenced by parental input and interactions
   D. depends upon the mother’s age at birth

3. The learning of cultural norms throughout childhood is related to:
   A. language acquisition
   B. cultural variables in child-rearing techniques
   C. emulating the language and social behavior of those around them
   D. all of the above

4. Margaret Mead and Ruth Benedict are associated with:
   A. psychological anthropology studies in the 1930s and 1940s
   B. cultural evolution theories
C. symbolism
D. postmodernism

5. The process by which children learn the rules and values of their society is:
   A. acculturation
   B. enculturation
   C. deculturation
   D. culturation

   ANSWERS: 1–A; 2–C; 3–D; 4–A; 5–B

*True–false questions*
Are the following statements true or false? If any part of a statement is false, then the answer must be F.

1. Perception of linguistic difference begins as early as the prenatal stage of human development.
   T F

2. The only way a child learns the rules of his culture is by mimicking adult behavior.
   T F

3. Acculturation is the process by which a child learns cultural rules and norms.
   T F

4. Anthropologists now know that all mental illness is caused by brain malfunctioning and therefore manifests itself the same way in all human beings.
   T F

5. Anthropologists Margaret Mead and Ruth Benedict both studied the relationship between early childhood experiences and cultural norms.
   T F

6. Amok and Latah are associated with Plains Indian societies.
   T F

7. All members of a culture know exactly how to act and what the consequences are for violating the norms; therefore, everyone follows the same rules the same way.
   T F

8. An American cultural value is to appear happy even if that is not an expression of the true underlying emotion.
   T F

9. Individuals who, through their own vision and actions, transform ideas in a culture are called innovators or revolutionaries.
   T F

10. “Compartmentalization” refers to a psychotic need among Anglo–Americans to place all their things in neat piles.
    T F

   ANSWERS: 1–T; 2–F; 3–F; 4–F; 5–T; 6–F; 7–F; 8–T; 9–T; 10–F

*Fill in the blank*
Complete the following statement with the word or phrase that best completes the thought.

1. At the same time that children acquire language, they are also acquiring:
2. The anthropological study of culture and personality in the 1930s and 1940s was strongly influenced by the psychological development stages hypothesized by:

3. The process by which children learn the rules and values of their culture is:

4. The psychoanalyst strongly influenced by anthropologists who broadened Freud’s stages of psychosexual development to make them applicable to non-Western cultures is:

5. Deviance from the normal, expected, and acceptable behavior is the anthropological definition of:

6. One adaptation strategy used by people with transnational affiliations is:

7. Amok and latah are examples of:

8. The anthropologist who examined differences in personhood in Java, Bali, and Western societies is:

9. A consciousness of self in relationship to the statuses of others is expressed through language use in the culture of:

10. The view of the self as autonomous, separate, and unbounded is associated with the culture of:

**ANSWERS:**

1. knowledge about their culture
2. Sigmund Freud
3. enculturation
4. Erik Erikson
5. mental illness
6. compartmentalization
7. culture bound mental syndromes in Malaysia
8. Clifford Geertz
9. Japan
10. mainstream America

**Internet Activities**

1. A website with links to resources on psychiatric/psychological anthropology is http://homepage.mac.com/mccajor/SSL_panth.html. Look over the multiple links on the website for professional discussions and bibliographies about this field. Click onto the link “Culture–Bound Syndromes,” by Timothy McCajor Hall. Compare this discussion of culture–bound syndromes in China with two other culture–bound syndromes described in *Tapestry of Culture*.

2. http://www.as.ua.edu/ant/Faculty/murphy/cult&per.htm contains a historical survey of the culture and personality school in anthropology. It presents capsule summaries of its basic premises, information about key figures, and recent critiques of this approach. Review the site and compare the contributions of any two anthropologists associated with culture and personality studies. What is the contemporary status of this perspective?

3. The centennial of Margaret Mead’s birth was celebrated in 2001; multiple exhibitions, programs, and websites were mounted throughout that year to honor her life. The Library of Congress exhibited a selection of her field notes, archives, and artifacts; the collection documents major themes in Mead’s life and work. Highlights and related links are at http://www.loc.gov/exhibits/mead/ Explore this website and identify major themes in Mead’s
work in the areas of childhood, gender, and personality formation. Why do you think she was such an important, iconographic figure in American anthropology?
Chapter 5
Symbolic Meanings

Learning Objectives

Chapter Objectives
The analysis of symbols deals with the meanings of words, the meanings of actions, and the meaning of objects in the culture. This chapter discusses “reading” culture like a text, and how anthropologists understand and interpret the meanings of words and actions.

- Learning Objective 1: Understand the symbolic use of metaphor and metonym and the two-sidedness of symbols.
- Learning Objective 2: Understand the multiple uses of symbolism in food and eating cross-culturally.
- Learning Objective 3: Understand how group identity is established through symbolism.
- Learning Objective 4: Understand how to “read” the symbolism of domestic and public space.
- Learning Objective 5: Understand the multiple ways in which the human body is symbolically used in culture-specific contexts of meaning.

Sample Questions
Multiple choice questions
Select the one answer that best completes the thought.

1. A metaphor is:
   A. the smallest unit of language that contains meaning
   B. a linguistic device that uses a part of something to stand for the whole
   C. a kind of symbol that uses a thing or idea to stand for something else
   D. found only in the English language

2. A metonym is:
   A. another word for metaphor
   B. a type of symbol that uses a part of something to stand for the whole
   C. a unit of language that contains both sound and meaning
   D. a kind of sport played in the Trobriand Islands

3. In many societies eating is a metaphor for:
   A. sexual relations
   B. sports
   C. domestic space
   D. all of the above

4. A totemic animal:
   A. may represent a clan ancestor
   B. metaphorically represents a group of people
   C. may be carved on house pillars and decorations
   D. all of the above are true of a totemic animal

5. In different cultures arrangements of space in a house may symbolize:
   A. social rank
   B. gender norms
C. ethnic identity
D. all of the above

ANSWERS: 1–C; 2–B; 3–A; 4–D; 5–D

True–false questions
Are the following statements true or false? If any part of a statement is false, then the answer must be F.
1. Metaphors are found only in cultures with written languages.  
   T  F
2. A metonym is the smallest part of a language with meaning.  
   T  F
3. In many different cultures, food and eating symbolize sexual relationships.  
   T  F
4. The human body is the same throughout the world; therefore, all cultures represent it symbolically in the same way.  
   T  F
5. In most cultures eating with one’s enemies is commonplace.  
   T  F
6. In a caste–based society, people pray together according to social rank but routinely eat together regardless of social rank.  
   T  F
7. In American society the type of food offered to guests symbolizes social relationships.  
   T  F
8. The phrase “It’s a jungle out there” is an example of metaphor.  
   T  F
9. Referring to “the crown” to represent a monarchy is an example of metaphor.  
   T  F
10. Gypsies in America have abandoned their traditional symbolic system of ritual and pollution in order to fit into mainstream society.  
    T  F

ANSWERS: 1–F; 2–F; 3–T; 4–F; 5–F; 6–F; 7–T; 8–T; 9–F; 10–F

Fill in the blank
Complete the following statement with the word or phrase that best completes the thought.
1. The term for the use of an idea or a thing to stand for something else is:
2. The use of a part to stand for the whole is:
3. An animal that is believed to be a group’s ancestor is its:
4. A society with ranked groups, economic specialization, and rules about accepting food and drink from others is an example of:
5. Calling someone “a team player” in an American corporation is example of a:
6. “The British crown” is an example of a:
7. In many cultures there is a symbolic association between food and:
8. In the American kinship system, the symbol for kinship and relatedness is:
9. Throughout European and American history one symbol of opposition to political authority is:
10. Symbols that carry similar meanings in all cultures are:

ANSWERS:
1. metaphor
2. metonym
3. totem
4. caste system
5. metaphor
6. metonym
7. sexual relationships
8. blood
9. hair style
10. universal symbols

Internet Activities
Color symbolism
http://poynterextra.org/cp/colorproject/color.html
This site contains many discussions and exercises that illustrate the symbolic and emotional content of color in graphic design and in Western art. Go through the exercises and see how you respond to the color images and contrasts. Do you think responses to color are universal or culturally patterned? Think of some examples to support your position. Then go to http://www.princetonol.com/groups/idad/lessons/middle/color2.htm. See what the resources on this website say about universal and culture specific color symbolism.

Body adornment
In Canela society, adorning the body enhances appearance, signals changes in social identity, and expresses culturally prescribed moral values. The website www.nmnh.si.edu/naa/canela/canela2.htm is a link from the National Anthropological Archives of the Smithsonian Institution. Examine these photographs and discuss the gender and age symbolism of body enhancement practices. How do you think these practices compare with gender–specific forms of body enhancement in contemporary America?
CHAPTER 6
Ties That Connect: Marriage, Family, and Kinship

Learning Objectives

Chapter Objectives
Kinship plays a fundamental role in weaving the tapestry of culture in all societies. Even with increasing industrialization and globalization in so many parts of the world today, culture-specific ideas about kinship continue to be important in people's lives. This chapter explains the anthropological concepts involved in a study of kinship systems, social structure, and household forms.

- Learning Objective 1: Understand the principles of marriage prohibitions, incest taboos, and marriage payments.
- Learning Objective 2: Understand multiple types of postmarital residence patterns and their subsequent effect on the structure of family and household over the life cycle of the family.
- Learning Objective 3: Understand different types of descent groups and how they form the identity of individuals.
- Learning Objective 4: Understand the principles of analyzing different kinship terminology systems and how kinship terminology relates to ideas about marriage, family, household, and appropriate social relations with different sets of kin.
- Learning Objective 5: Understand new forms of family emerging in contemporary societies globally as the result of adoption, same sex unions, remarriage, new reproductive technologies (NRTs), and transnational families.

Sample Questions

Multiple choice questions
Select the one answer that best completes the thought.

1. What is the name of the postmarital residence pattern in which the married couple is expected to establish their own home?
   A. neolocal
   B. virilocal
   C. duolocal
   D. matrilocal

2. What kind of relative is your mother’s sister to you?
   A. lineal
   B. collateral
   C. affinal
   D. none of the above

3. The Na of Yunnan Province in China:
   A. are matrilineal
   B. do not believe that the father of a child is related
   C. have many structural similarities with Trobriand culture
   D. all of the above

4. In a matrilineal society with a rule of lineage exogamy, which relative would NOT be in the same lineage as a male ego?
A. mother  
B. father  
C. sister  
D. brother  

5. Who are categorized as your cross cousins?  
A. the children of your mother’s sisters and your father’s sisters  
B. the children of your mother’s brothers and your father’s brothers  
C. the children of your mother’s brothers and your father’s sisters  
D. all of the above  

ANSWERS: 1–A; 2–B; 3–D; 4–B; 5–C  

True–false questions  
Are the following statements true or false? If any part of a statement is false, then the answer must be F.  
1. Exogamy is the practice of seeking a mate from within your own group.  
   T   F  
2. Serial monogamy is the practice of having many legal spouses, but only one at a time.  
   T   F  
3. Bride service is the practice of grooms living with and working for the family of the bride after marriage.  
   T   F  
4. Incest taboos are based on the knowledge derived from the Human Genome project.  
   T   F  
5. In America we have a kinship terminology system that belongs to the Iroquois category.  
   T   F  
6. A clan is a group of people who can demonstrate through written genealogies that they are all related.  
   T   F  
7. The Yanomamo of Brazil have a terminology system that uses one set of terms for Ego’s father’s brother’s children and mother’s sister’s children.  
   T   F  
8. A clan is a group of people who claim relatedness through a common ancestor and may hold property in common.  
   T   F  
9. In a matrilineal descent system, women inherit positions of political power.  
   T   F  
10. Lewis Henry Morgan is the anthropologist associated with the critique of the anthropological practice of grouping kinship systems together based on their common characteristics.  
   T   F  

ANSWERS: 1–F; 2–T; 3–T; 4–F; 5–F; 6–F; 7–T; 8–T; 9–F; 10–F  

Fill in the blank  
Complete the following statement with the word or phrase that best completes the thought.  
1. A kinship terminology system that contains only two terms per generation is:
2. The payment of goods from the bride’s side to the groom’s side upon marriage is:
3. Your father’s brother’s son’s relationship to you is:
4. The American kinship system is an example of which terminology system:
5. In America, if you married someone of your own religion, this would be an example of:
6. The custom by which a widower marries the sister of his deceased wife is:
7. The term for prohibitions against sex and marriage with specific groups of kin is:
8. David Schneider’s research demonstrates that the primary symbol for kinship and relatedness in the American kinship system is the metaphor of:
9. A household that consists of mother, father, one son, and his nuclear family is:
10. The postmarital residence pattern in which a bride moves into her husband’s parent’s household is:

ANSWERS:
1. Hawaiian
2. dowry
3. parallel cousin, collateral kin
4. Eskimo
5. endogamy
6. sororate marriage
7. incest taboo
8. blood
9. stem family
10. viriloclal (or patrilocal)

Internet Activities
1. A tutorial on kinship fundamentals, descent systems, kinship terminology, marriage, and residence rules titled “Kinship and Social Organization” can be found at: http://www.umanitoba.ca/faculties/arts/anthropology/kintitle.html. Go to this website, explore it in detail, then go to the link “Begin Tutorial.” The author has five different ethnographic examples about different kinship systems. You should be able to answer the following questions about each example:
   • Who is the preferred marriage partner? If none, what are the marriage prohibitions?
   • Do they operate under unilineal or cognatic descent?
   • Which kinship terminology system most closely corresponds to the one they use?
   • What are the postmarital residence rules?

2. The Patrin Web Journal: Romani (Gypsy) Culture and History site can be found at http://geocities.com/Paris/5121/. Follow the link to “Romani Culture and Traditions” and from there to “Marriage Customs.” You should be able to answer the following questions:
   • Are the Romani endogamous or exogamous?
   • Are they patrilineal or matrilineal?
   • Do they practice bridewealth or dowry?
   • How do you think these practices relate to other forms of social, economic, and political organization?
   • How do these marriage practices relate to Romani marginalization in most locations where they live?
3. Lambda Legal Defense Fund is a legal rights organization for gays and lesbians; their website is www.lambdalegal.org. Click onto “Issues” and then onto “Marriage, Relationships and Family Law.” Try to answer the following questions based on the information contained in the various links:

- What are the major legal arguments for gay and lesbian marriage?
- What are the forms of legal discrimination gay and lesbians face when trying to marry?
- What are some of the social and economic consequences of not being able to marry legally?
- What are the major arguments against recognizing gay and lesbian marriage?
CHAPTER 7
Gender and Age

Learning Objectives

Chapter Objectives
Every society makes social distinctions based on sex and age. This chapter explores various ways societies construct these differences. Multiple ethnographic examples are presented to illustrate the concepts of the cultural construction of sex, gender, age, and life stage.

- Learning Objective 1: Understand the cultural construction of male and female roles and the concept of gender.
- Learning Objective 2: Understand the economic and political impacts on the construction of gender roles. Document the multiple historical trajectories that changes in gender roles take in different political and historical situations.
- Learning Objective 3: Explore the concept of shifting gender categories and the cultural meaning of terms such as “heterosexual” and “homosexual.”
- Learning Objective 4: Understand the concepts of age categories as social constructions; explore age grades and other types of age-based groupings.
- Learning Objective 5: Compare concepts of aging, and care for the aging, in America and Japan.

Sample Questions
Multiple choice questions
Select the one answer that best completes the thought.
1. The cultural construction of gender refers to:
   A. the different ways cultures organize behaviors around the way they conceptualize differences between men and women.
   B. the different ways societies punish men and women who don’t act the way they should
   C. the way all cultures keep women in domestic spaces
   D. all of the above.
2. Gender stratification refers to:
   A. men’s economic tasks invariably having greater prestige than women’s
   B. whatever the economic role of men, it is that role the culture values
   C. gender associations extend into economic and political roles
   D. all of the above
3. The Hijras of India are:
   A. recognized as women socially and ritually
   B. no longer have a social role to play in Indian society
   C. were wiped out during the colonial period
   D. have just appeared on the social scene in India following economic liberalization
4. Masculinist studies explore:
   A. the multiple ways men are inherently more powerful than women because of male biological characteristics
   B. the universal characteristics of male dominance
C. the multiple constructions of masculinity in different cultures and historical periods
D. the jobs that men are better at than women

5. Queer studies explore:
   A. the analytical weaknesses in dichotomous sexual opposites
   B. the problems associated with dichotomous “gay” and “straight” categories
   C. multiple, nonexclusive, and overlapping forms of sexual identity
   D. all of the above

ANSWERS: 1–A; 2–D; 3–A; 4–C; 5–D

*True-false questions*

Are the following statements true or false? If any part of a statement is false, then the answer must be F.

1. Gender is the same as sex.
   T F
2. As the result of the feminist revolution, women dominate economic and political realms in Western industrial societies.
   T F
3. All societies divide up work according to gender.
   T F
4. All societies divide up work according to gender in the same way.
   T F
5. In America all aging people eventually end up in retirement homes.
   T F
6. An age grade is an informal association of both boys and girls of the same age.
   T F
7. Among traditional Navajo as many as four separate gender categories were recognized.
   T F
8. Masculinist studies are a parallel to feminist studies, as it seeks to understand in part how ideas about appropriate behaviors and work for men are culturally patterned.
   T F
9. Retirement homes are found only in America, as all other cultures care for their aged in the homes of their children.
   T F
10. Anthropologists have demonstrated that work between men and women has always been divided up in the same way.
    T F

ANSWERS: 1–F; 2–F; 3–T; 4–F; 5–F; 6–F; 7–T; 8–T; 9–F; 10–F

*Fill in the blank*

Complete the following statement with the word or phrase that best completes the thought.

1. What field is most responsible for developing the notion of gender as an analytical construct for understanding culture?
2. The field of scholarship that studies the construction of sexuality in historical and cultural contexts is:
3. The parallel to feminist studies, studying the construction of male roles in society is:
4. The term that refers to American immigrants over time reuniting their families across generations in the United States is:
5. When age categories are formally named and recognized, and crosscut the entire society, they are referred to as:

ANSWERS:
1. feminism/feminist anthropology
2. queer studies
3. masculinist studies
4. chain migration
5. age grades

Internet Activities
1. A website titled Gender Games, developed by Candy Tymson discusses the different communicative styles of males and females in the business world. The general website address is http://www.tymson.com.au/. Go to that site, then follow the link to “Articles and Stories” and then to the article, “Business Communication—Bridging the Gender Gap.” After reading the article, document the different communicative styles (information style versus relationship style) of men and women. Observe conversations between men only and between women only and then between men and women to see if you can document these differences.

2. The website Feminist Anthropology: Anthropological Theories, developed by James Boschma and Marsha Franks at the University of Alabama, discusses the history of androcentric anthropology and contemporary feminist anthropology. The site can be found at http://www.as.ua.edu/ant/Faculty/murphy/feminism.htm. Answer the following questions based on the material on this website:
   • Who are the major theorists associated with feminist anthropology?
   • What are the major accomplishments of this perspective?
   • What are the major critiques of this perspective?
   • In your opinion, how can the anthropological study of gender be strengthened in the future? What issues not included currently do you think should be?
CHAPTER 8
The Economic Organization of Societies:
Production, Distribution, and Consumption:

Learning Objectives

Chapter Objectives
Compare production in different types of societies around the world. Understand the concept of political economy, the intersection of economics, political organization, and social organization in all societies around the world.

• Learning Objective 1: Understand the characteristics of hunter-gatherer, horticultural, pastoralist, agricultural societies, and market societies.
• Learning Objective 2: Understand the gender and hierarchy components of these production systems.
• Learning Objective 3: Understand the economic and political structures associated with reciprocal, delayed, and generalized exchange systems.
• Learning Objective 4: Understand the multiple meanings of markets and the role of globalization in contemporary economic relationships around the world.
• Learning Objective 5: Understand the culture-specific interpretation of, and resistance to, globalization.

Sample Questions
Multiple choice questions
Select the one answer that best completes the thought.

1. Production is:
   A. the different ways cultures organize the resources, labor, and energy sources around them
   B. found only in industrial societies
   C. only involves men, as it’s about economics and politics
   D. all of the above is true of production

2. Hunter-gatherers are:
   A. totally isolated from other socioeconomic groups
   B. nonexistent in the globalized contemporary world
   C. in regular contact with other types of socioeconomic systems
   D. don’t manipulate their environment

3. The oldest production system associated with human populations is:
   A. agriculture
   B. hunting and gathering
   C. horticulture
   D. barter

4. Political economy refers to:
   A. all the ways politicians raise money for campaigns
   B. the phrase “money is power”
   C. the intersection between political and economic structures in all societies
   D. globalized economies
5. Which of the following is not a form of exchange associated with the Trobriand Islands?
   A. kula
   B. sagali
   C. urigubu
   D. kaiko

   ANSWERS: 1–A; 2–C; 3–B; 4–C; 5–D

**True-false questions**
Are the following statements true or false? If any part of a statement is false, then the answer must be F.

1. Swidden cultivation is associated with grain agriculture.
   T  F

2. In an exchange system in which one group continually gives goods to another group, the receiver becomes higher in status than the giver.
   T  F

3. All societies divide up economic work according to gender, but the tasks assigned to men and women in different societies vary.
   T  F

4. Modern hunter-gatherer societies live in isolated areas cut off from contact with other economic and political groups.
   T  F

5. Agriculture is low intensity cultivation using swidden techniques and rain-fed water supply.
   T  F

6. Horticulturalists are highly dependent upon seasonal migration and domesticated animals.
   T  F

7. Reciprocal exchange systems must involve a minimum of four or more related groups.
   T  F

8. Potlatching is a form of competitive feasting that enables individuals to both redistribute surplus materials and increase their prestige in society.
   T  F

9. To intensify production of their permanent settlements agriculturalists frequently build irrigation canals and other forms of water-delivery systems.
   T  F

10. In the globalized economy all participants must adopt all the cultural business patterns of the West in order to be successful competitors.
    T  F

   ANSWERS: 1–F; 2–F; 3–T; 4–F; 5–F; 6–F; 7–F; 8–T; 9–T; 10–F

**Fill in the blank**
Complete the following statement with the word or phrase that best completes the thought.

1. The intertwining of a society’s political, economic, and social structures is expressed through the term:

2. The oldest form of production for a human society is:

3. In hunting-and-gathering societies, which gender produces the largest contribution in calories to the daily diet:
4. The term for the process whereby a society uses the tools, energy sources, and labor supply to create necessary goods is:
5. The production system featuring domestication of plants, animals, high population density, and intensive use of land is:
6. The production system in which groups of people are highly dependent upon their domesticated animals and who migrate throughout the year are:
7. The Inuit of the Arctic region and the San Bushmen of the Kalahari region are both examples of what kind of production system:
8. Agriculture has been practiced by human communities for approximately how many years:
9. Potlatch is a ceremonial distribution system associated with:
10. Sagali, urigubu, and kula are exchange systems associated with:

ANSWERS:
1. political economy
2. hunting and gathering
3. women
4. production
5. agriculture
6. pastoralism
7. hunting and gathering
8. 8,000–10,000 years
9. Native Canadian and American communities on the Northwest Coast
10. Trobriand Islanders

Internet Activities
1. Go to the Alaska Native Knowledge Network website, http://www.ankn.uaf.edu/index.html. This website has multiple articles and links on cultural, economic, educational, and political issues of importance to Alaska natives. Choose an area of interest to you and search the website. Consider the following questions:
   - Why is it important to Alaska Natives to hunt species that are considered endangered by Western conservations?
   - Can the interests of Alaska Natives and conservationists be reconciled?
2. Go to the website http://www.economicexpert.com. Look up the articles on globalization and antiglobalization movements. Compare the major arguments and strategies of these two perspectives. Think about each of these economic movements from the perspective of an industrial worker in the United States, a call center worker in India, and a textile worker in Sri Lanka.
CHAPTER 9
Power, Politics, and Conflict

Learning Objectives

Chapter Objectives
Compare political and legal systems found historically in different types of societies around the world. Understand the concept of political economy, political authority, law, warfare, and violence in different political settings.

- **Learning Objective 1:** Understand the concepts of political organization including leadership, power, authority, influence.
- **Learning Objective 2:** Understand the difference between informal leadership, headman, chieftainship, state.
- **Learning Objective 3:** Understand the forms of ethnicity, alliances, and factions within states.
- **Learning Objective 4:** Understand the operation of political structures within states in colonial and postcolonial settings.
- **Learning Objective 5:** Understand the expression of alliance and factions in the United States.

Sample Questions

*Multiple choice questions*
Select the one answer that best completes the thought.

1. A headman has:
   A. authority
   B. power
   C. influence
   D. an army

2. A Big Man’s position depends upon:
   A. personal charisma
   B. oratorical skill
   C. generosity
   D. all of the above

3. Warfare in all societies is:
   A. based on randomly killing as many of the enemy as possible
   B. based on cultural norms and rule
   C. continuous until all the combatants are killed
   D. all of the above

4. Which is the most important factor in determining an individual’s political position in a chieftainship?
   A. oratory skills
   B. negotiating skills
   C. physical prowess
   D. ancestry

5. Which of the following is not a characteristic of a state?
   A. multiple institutions patterned around kin-based relationships
B. fixed territorial boundaries
C. class stratification
D. economic specialization

ANSWERS: 1–C; 2–D; 3–B; 4–D; 5–A

True-false questions
Are the following statements true or false? If any part of a statement is false, then the answer must be F.
1. As states develop, the role of kinship in society grows and dominates political and economic institutions.
   T   F
2. A Yanomamo headman has the power to compel his followers to obey him.
   T   F
3. Many Melanesian societies have a form of Big Man political organization.
   T   F
4. The Mafia in the United States may be compared structurally to a band organization.
   T   F
5. States are complex systems of sociopolitical organization that control and administer conflict resolution, economic systems, and warfare.
   T   F
6. The title Prince of Wales is an example of an achieved status.
   T   F
7. Factions, patron-client relationships, and legal pluralism are all found in modern states, including the United States.
   T   F
8. Legal pluralism is generally the result of the continuation of precolonial strategies in colonial and postcolonial states.
   T   F
9. Empowerment refers to the process by which non-elites seek out and obtain political power and influence.
   T   F
10. The political system of foragers tends to be chieftainships.
    T   F

ANSWERS; 1–F; 2–F; 3–T; 4–F; 5–T; 6–F; 7–T; 8–T; 9–T; 10–F

Fill in the blank
Complete the following statement with the word or phrase that best completes the thought.
1. The interconnections of a society’s political, economic, and social structures is expressed through the term:
2. The leadership pattern that is intermittent and situational is:
3. In hunting and gathering societies the most likely political organization is:
4. The political system that is kin based with offices, stratification, and a rule of inheritance is:
5. The leader of a Yanomamo community is generally categorized as a:
6. The ability to issue commands and have them obeyed is:
7. Conflicts within groups are referred to as:
8. Alliances between members of different socioeconomic groups that provide linkages to resources and other forms of social capital are:
9. Trobriand Island political organization described by Malinowski is:
10. A social status derived through birth group is a (an):

ANSWERS:
1. political economy
2. informal leadership
3. band organization
4. chieftainship
5. headman
6. power
7. feuds
8. patron-client relationships
9. chieftainship
10. ascribed status

Internet Activities
1. A website on the Arctic Circle discusses various aspects of Inupiat Eskimo culture in Alaska, including its social and political organization and law. The website is http://borealis.lib.uconn.edu/ArcticCircle/HistoryCulture/Inupiat/. Follow the link to “Beyond Kin: Social and Cultural Life” and locate the section “Law and Social Control.” Read this section and compare traditional methods of social control with changes introduced by Western colonization, such as more formalized self-government. What are the forms of social control discussed?

2. The website http://www.ghanaculture.gov.gh/ is created by Ghana’s National Commission on Culture. Explore the website and try to find information on the government’s strategies and policies concerning the representation of:
   - law and legal systems
   - ethnic diversity
   - religious diversity
   - social life and family law

3. The website http://www.tribalsite.com contains a wide variety of information on tribal societies of the world. Spend some time reading the site and its various links. Does the site define what “tribal” means and how it is using this term or is it undefined? What do the societies listed in this website all have in common? In general, how are these cultures represented on this website? Whose “voices” speak for these societies on this website?
CHAPTER 10
Religion and the Supernatural

Learning Objectives

Chapter Objectives
Understand the multiple ways in which religious systems are constructed in different cultures and the multiple social and political functions that religion fulfills in all societies.

• Learning Objective 1: Understand the distinctions between religion and the supernatural.
• Learning Objective 2: Understand the difference between magic, science, and religion and how these categories of human experience help in the analysis of religious systems.
• Learning Objective 3: Understand the concepts of syncretism and religious change.
• Learning Objective 4: Understand the relationship between religious systems and other sociocultural ideas within one culture.
• Learning Objective 5: Understand the multiple uses and meanings of fundamentalism and its political expression in different socioreligious and political contexts.

Sample Questions
Multiple choice questions
Select the one answer that best completes the thought.

1. A shaman is a religious specialist who is:
   A. part time
   B. full time
   C. found only in simple societies
   D. a religious specialist with political power

2. Religions in general function to:
   A. create group cohesion
   B. help alleviate psychological fears
   C. provide some comfort in the face of the unexplainable
   D. all of the above

3. An example of a rite of passage is:
   A. baptism
   B. funeral
   C. marriage ceremony
   D. all of the above are examples of a rite of passage

4. Science is a mode of inquiry that is:
   A. found only in laboratories in scientific institutions in the West
   B. the replacement for religion in most societies
   C. a mode of inquiry and action found in all societies
   D. the same as magic

5. Animism is:
   A. a kind of religion proposed by E. B. Tylor
   B. a religious system that projects ideas about spirits onto the natural world
   C. believed by some to be the earliest known form of religion
   D. all of the above
Are the following statements true or false? If any part of a statement is false, then the answer must be F.
1. Diviners and sorcerers are full-time religious specialists.
   T   F
2. A Yanomamo shaman may ingest hallucinatory substances to improve his communication with the spirit world.
   T   F
3. A pantheon is a social system of gods and goddesses.
   T   F
4. Priests are full-time religious specialists in bands and chieftainships.
   T   F
5. The major religions of the world reject the use of Internet communication because it is too secular.
   T   F
6. People who are most likely to fall into trance or possession states are those elites in positions of power.
   T   F
7. Syncretism is the mixture of cultural influences from different traditions.
   T   F
8. Creationists reject the Darwinian vision of evolution.
   T   F
9. Religious fundamentalists idealize the practice of their religion at a time in the past and wish to reinstate that vision in the present.
   T   F
10. Shamans are never found in modern, industrialized societies that have scientific medicine.
    T   F

Complete the following statement with the word or phrase that best completes the thought.
1. What term refers to the manipulation of the supernatural to accomplish positive goals?
2. What are the induction into the military and the vision quest of certain North American Native societies examples of?
3. What is the term for the "in-between" stage of a rite of passage?
4. National memorial ceremonies are an example of:
5. A full-time religious specialist associated with a complex society is a:
6. The religious specialist most usually associated with foraging bands is a:
7. The population of gods and deities recognized in a society is its:
8. Part-time religious specialists who manipulate the supernatural to do harm are:
9. Religious fundamentalism is:
10. The rejection of evolutionary theory on the grounds of biblical authority is an example of:
ANSWERS:
1. magic
2. rites of passage
3. liminality
4. rite of intensification
5. priest
6. shaman
7. pantheon
8. sorcerers and witches
9. the desire to return to a form of religious practice associated with an earlier time
10. fundamentalism

Internet Activities

Rites of passage
An internet “publication” titled “Rites of Passage in America,” based on a traveling exhibition by the Balch Institute for Ethnic Studies, can be found at http://www2.hsp.org/exhibits/Balch%20exhibits/rites/rites.html, on the website of the Historical Society of Pennsylvania, www.hsp.org. This link contains several different studies of rites of passage in contemporary America. Click on any two of them and compare them. What do these ceremonies have in common? How are they different?

Shamans and shamanism
Explore the website http://www.shamanism.org/
- Who are the designer and author of this website?
- How does the author define “shaman?”
- Why are there variations in descriptions of shamans?
- How do these descriptions compare with the descriptions of shamans in Korea in chapter 10 of Tapestry of Culture?

Religion in cyberspace
Explore the website http://www.hindunet.org/. Go through as many of its links that are of interest to you. If possible, explore the website with someone who affiliates with the Hindu religion. Discuss the various parts of the website with your companion. Compare your reactions. Then find a website that represents your religious affiliations. See if you can get the impressions of that website from someone who does not share your religious background.

Do you think websites are good way to find out about your own religion? About another religion? What do you think are some of the limitations of using cyberspace as a source of religious information and practice?
CHAPTER 11
Myths, Legends, and Folktales: Past, Present, and Future

Learning Objectives

Chapter Objectives
Understand the multiple ways in which groups of people attempt to explain the unknowable by constructing the supernatural world and its origins and communicating ideas about that world and its history.

- Learning Objective 1: Understand the various theoretical and historical perspectives applied to the analysis of myths cross-culturally
- Learning Objective 2: Understand the distinctions between myths, legends, and folktales.
- Learning Objective 3: Understand how myths, legends, and folktales relate to other aspects of culture, including male-female relations, ritual, religion, and social organization.
- Learning Objective 4: Understand how traditional forms of storytelling adapt to change and to new forms of communications technologies.
- Learning Objective 5: Understand the relationship in American contemporary culture between popular culture and traditional myths, legends, and folktales.

Sample Questions

Multiple choice questions
Select the one answer that best completes the thought.

1. An example of a myth is:
   A. King Arthur and the Knights of the Round Table
   B. Paul Bunyan and his blue ox
   C. The Wogo story of how the flutes that represent the nibek spirits came to be and how these spirits created everything in the world
   D. Cinderella

2. Malinowski’s analysis of myths suggests that:
   A. they do not form the basis of historical fact
   B. they must be analyzed in terms of other cultural norms
   C. they are a charter for human behaviors
   D. all of the above

3. Freudian analysis of myth suggests that:
   A. Malinowski was correct in suggesting culture-specific interpretation
   B. universal psychological drives explain myths in all cultures
   C. Lewis Henry Morgan was correct in his analysis of different types of cultures
   D. myths of different cultures should be interpreted using their own cultural framework

4. American myths and legends:
   A. Justify expansion into and domination of territories previously controlled by other groups in North America
   B. Draw on cultural norms of the heroic individual overcoming natural obstacles
   C. Are recycled in contemporary films and advertising
   D. All of the above are true of American myths and legends.

5. Organ theft stories described in chapter 11 of The Tapestry of Culture are examples of:
A. creation myth  
B. charter myth  
C. urban legend  
D. fairy tale

ANSWERS: 1–C; 2–D; 3–B; 4–D; 5–C

True-false questions
Are the following statements true or false? If any part of a statement is false, then the answer must be F.
1. The details of the story of King Arthur and his Knights of the Round Table are completely documented by historical evidence.
   T   F
2. Legends of American culture heroes of the nineteenth century rationalize expansion of the Western frontier at the expense of Native American land claims.
   T   F
3. Popular media in the United States and elsewhere use mythic and legendary themes and heroes.
   T   F
4. Archaeologists can always verify the historical claims of myths.
   T   F
5. The Internet and e-mail have eliminated the use of cultural heroes and myths.
   T   F
6. Fairy tales communicate social values and cultural norms.
   T   F
7. Myths are stories of the far distant past that usually include a scenario for the origins of living things and social institutions.
   T   F
8. Malinowski suggested looking at myths as a charter for social relationships in contemporary social life.
   T   F
9. The Trickster is a universal folklore figure who always gets the better of those around him and always emerges as the winner.
   T   F
10. Freud hypothesized that the individual details of specific cultures must be explored before drawing conclusions about psychological dynamics within that culture.
    T   F

ANSWERS: 1–F; 2–T; 3–T; 4–F; 5–F; 6–T; 7–T; 8–T; 9–F; 10–F

Fill in the blank
Complete the following statement with the word or phrase that best completes the thought.
1. The term for a story dealing with the remote past, often with the origin of a culture:
2. The term for a story dealing with cultural heroes of the recent past:
3. What is the term for a story reported to be told by a contemporary individual about events that occurred to someone known to him or her?
4. The scholar who rejected both Freudian and evolutionary theories of myth and proposed looking at them as charters for contemporary social life is:
5. Wogeo flute myths have as a major theme:
6. Folktales that contain socializing narratives aimed particularly at children are:
7. A universal legendary figure that dupes and is duped by those around him is:
8. The story of Paul Bunyan is an example of an American:
9. The scholar who analyzed a large number of North and South American native myths for their structural components is:
10. The scholar associated with the now discredited theory of unilineal cultural evolution is:

ANSWERS:
1. myth
2. legend
3. urban legend
4. Bronislaw Malinowski
5. male-female relationships
6. fairy tales
7. the trickster
8. legend
9. Claude Lévi-Strauss
10. Lewis Henry Morgan

Internet Activities
1. A website containing an archive of urban legend is located at http://urbanlegends.about.com/. Browse through the “Classics” link. How many of these stories have you heard of? Who did you hear them from? Under what circumstances? Compare the classics with current urban legends. How do the subjects of these stories differ? What are the major issues that are expressed in modern urban legends?

2. Consider modern American representations of Santa Claus. Are they myth, legend, folklore, or literature? What kinds of institutions, values, and relationships do they support? What behavioral lessons do they try to impart? What rituals are they related to? What kinds of opposed relationships do they employ? Answer these questions by exploring websites that document the history of images of Santa Claus. The history of the evolution of the images of Santa Claus and the practices in America associated with the celebration of Christmas and other holidays is found at: www.historychannel.com/exhibits/holidays/christmas/santa.html.

3. A site titled the Cinderella Main Page can be found at: www.surlalunefairytales.com/cinderella. Read the annotations and notes for a more in-depth analysis of the story. Compare and contrast the various versions of the Cinderella story from all over the world (see the link to “Tales Similar to Cinderella”). Aspects of the stories to compare cross-culturally include Cinderella’s name, gender, cultural details (such as food, dress, terms, local landscape, etc.), and time the story was told. Discuss how different historical and cultural contexts can lead to these different versions. Try to determine what interests, if any, the organizer of this website has in presenting this information. How does this underlying interest influence the presentation of the material?
CHAPTER 12
The Artistic Dimension

Learning Objectives

Chapter Objectives
Understand the multiple ways in which individuals and groups of people express their creative, aesthetic, and spiritual impulses through visual and musical media.
- Learning Objective 1: Understand the various forms of art and artistic expression in society.
- Learning Objective 2: Understand how the creation of art relates to other aspects of culture, including male-female relations, ritual, religion, politics, and social organization.
- Learning Objective 3: Understand how traditional forms of art adapt to change and to new forms of expression in shifting political and economic realms.
- Learning Objective 4: Understand the role of global markets in creating new meanings and forms of artistic expression.
- Learning Objective 5: Understand how contemporary American fashion trends of tattooing and body piercing relate to our own cultural ideas and cross-cultural examples of body adornment.

Sample Questions
Multiple choice questions
Select the one answer that best completes the thought.
1. The artist in society in general is:
   A. lauded and praised
   B. marginal and an outsider
   C. valued only when his or her works are hung in Western museums
   D. always forced to leave town when he or she starts carving
2. Ethnomusicologists study:
   A. dance forms in a particular culture
   B. musical styles and instruments in a region
   C. how musical styles become transformed for the global music marketplace
   D. all of the above
3. Split representation is:
   A. a style of depiction found in many Northwest Coast art forms
   B. the two sides of a symbol
   C. the difference between summer and winter masks of the Kwakiutl
   D. none of the above
4. Which of the following statements is (are) true concerning the relationship between indigenous art styles and Western art markets?
   A. Indigenous styles are adopted by Western artists and integrated into their stylistic repertoire.
   B. Western styles are adopted by indigenous artists and integrated into their stylistic repertoire.
   C. The Western art market can transform the local meaning and value of indigenous art production.
   D. All of the above statements are true.
5. The Poro Societies of Liberia and Sierra Leone are:
A. labor unions
B. nongovernmental organizations
C. age grades
D. political parties

ANSWERS: 1–B; 2–D; 3–A; 4–D; 5–C

True-false questions
Are the following statements true or false? If any part of a statement is false, then the answer must be F.

1. The term “art for art’s sake” refers to creating a work of art and then utilizing it in a utilitarian fashion.
   T F

2. Split representation is a stylistic feature of many different forms of Northwest Coast art.
   T F

3. Malanggans are mortuary sculptures associated with northern New Ireland, now part of Papua New Guinea.
   T F

4. The dominant medium of expression for Kwakiutl and Tsimshian artists is framed oil paintings.
   T F

5. “Tourist art” is the term for art and artifacts created by tourists.
   T F

6. Early twentieth-century European artists adopted forms of representation from non-Western societies that came to be known in the West as primitive art styles.
   T F

7. Poro Society is a male age grade system in West African societies.
   T F

8. A generalization that can be made about artists universally is that they are viewed as marginal and outsiders for most, if not all, of their lives.
   T F

9. Body modification is a form of expression found only in Melanesian and South American cultures.
   T F

10. NAGPRA is an international union of artists that helps them maintain the prices of their works on the international art market.
    T F

    ANSWERS: 1–F; 2–T; 3–T; 4–F; 5–F; 6–T; 7–T; 8–T; 9–F; 10–F

Fill in the blank
Complete the following statement with the word or phrase that best completes the thought.

1. What is the term that refers to the components of art and how its elements are put together?

2. What term refers to utilitarian objects later valued for their aesthetic beauty?

3. What is the term for the style adopted throughout Northwest Coast societies to transform three dimensional images into two dimensions?
4. The transformation of art production from exclusively motivated by spiritual and aesthetic drives to consideration of its financial value when sold is:
5. Poro Societies of West Africa are examples of:
6. Art produced for purchase by travelers, containing simplified versions of traditional art styles is:
7. The branch of anthropology that studies music and dance forms as they are transformed over time is called:
8. The Western term for creating artworks for the sole purpose of displaying them in public or in domestic spaces is:
9. A major scholar who analyzed the structural stylistic components of Kwakiutl ritual masks is:
10. The term for an artistic expression that unfolds through time in which each performance differs from the previous and is not recorded or documented is:

ANSWERS:
1. style
2. decorative arts
3. split representation
4. commodification of art
5. age grades
6. tourist art
7. ethnomusicology
8. “art for art’s sake”
9. Claude Lévi-Strauss
10. ephemeral

Internet Activities
1. The web site http://www.ils.unc.edu/dpr/path/tattoo/exhibit.html provides multiple links to museum exhibits featuring body modification. Compare two or more of the exhibits and see if you can answer any of the following questions:
   - What is the gender distribution of the images? Do more men than women seem to be practicing body modification?
   - How does the rest of society view their tattoos?
   - How does the tattooing create a sense of community?

2. An online exhibit and text of Hopi katsinam (dolls) can be found at http://www.peabody.harvard.edu/katsina/. Read through the site and look at the thumbnail images of the different katsinam. Discuss how the art of the katsinam reflects other aspects of Hopi culture such as religion, ritual, farming of crops, social organization, myth, and dance. What do you think the increasing popularity of katsina as tourist art signifies for the meaning of these images in Hopi life in the present and future?

3. http://www.cr.nps.gov/nagpra/ is the home site for the National Park Service’s Native American Graves Protection and Repatriation Act (NAGPRA) information and compliance. Read the various links on the website to get a background on the basic goals and elements included under NAGPRA. Compare the resources available for tribes with those of museums.
Explore some of the conflicting ideas among Native groups, scientists, social scientists, collectors, and museum curators about material remains that NAGPRA is attempting to resolve.
CHAPTER 13
Living/Working in the Globalized World:
Colonialism, Globalization, and Development

Learning Objectives

Chapter Objectives
Understand the relationships between colonialism, postcolonial sociopolitical structures, globalization, and development. Understand the ways in which anthropological knowledge is integrated into analyzing these various sets of global and historical relationships.

- Learning Objective 1: Understand the various forms of colonialism.
- Learning Objective 2: Understand how the experience of colonialism resonates in contemporary postcolonial states.
- Learning Objective 3: Understand the goals of applied anthropology and the uses of anthropological knowledge in directed change.
- Learning Objective 4: Understand the concepts of development and underdevelopment.
- Learning Objective 5: Understand how colonial economic systems and globalization create multiple forms of labor needs and conditions and migration of individuals and groups of people results.

Sample Questions
Multiple choice questions
Select the one answer that best completes the thought.

1. Colonialism throughout the world:
   A. is a thing of the past
   B. established economic systems that continue to influence postcolonial states
   C. only involves Great Britain in its relationship to India
   D. did not affect isolated tribal peoples

2. Applied anthropologists:
   A. only work in academic settings
   B. only work for multinational corporations
   C. apply anthropological theory and practice to real-world situations
   D. do not work with the same ethical systems as research anthropologists

3. World systems theory:
   A. is based on economic interdependence
   B. projects the concept of division of labor onto the global economic system
   C. is written about by Wallerstein
   D. all of the above

4. Which of the following statements is not true about contemporary capitalism?
   A. It expands only into urban areas around the world and has no interest in the lands occupied by tribal people.
   B. It creates new types of employment around the world.
   C. It encourages migration.
   D. Individual corporations often transcend state boundaries.
5. NGOs are:
   A. development organizations
   B. labor unions
   C. private schools
   D. the media

   ANSWERS: 1–B; 2–C; 3–D; 4–A; 5–A

True-false questions
Are the following statements true or false? If any part of a statement is false, then the answer must be F.
1. According to Wallerstein, the nations in the world system can be classified as states and nonstates.
   T    F
2. Colonialism is generally motivated by economic goals, including the need for new resources and markets.
   T    F
3. Globalization and industrialization threaten the existence of Fourth World peoples around the world.
   T    F
4. An NGO is the same as a transnational corporation.
   T    F
5. Many groups of Fourth World peoples are now being integrated into the global economy through tourism.
   T    F
6. Blackbirding and corvee are systems of forced labor.
   T    F
7. The British employed a system of indirect rule in colonial India.
   T    F
8. During the colonial period missionaries often encouraged local peoples to maintain and integrate their beliefs and rituals into Christianity.
   T    F
9. First contact with New Ireland by Europeans was made by Portuguese explorers.
   T    F
10. Colonialism had great impact on many nations in the past, but all those nations are now independent and its impact has disappeared.
    T    F

   ANSWERS: 1–F; 2–T; 3–T; 4–F; 5–T; 6–T; 7–T; 8–F; 9–F; 10–F

Fill in the blank
Complete the following statement with the word or phrase that best completes the thought.
1. The term that refers to the historic emergence of economic interrelationships of most of the world is:

2. The scholar associated with world systems theory is:

3. Blackbirding, corvee, and indenture are all types of:
4. The sites of Western-controlled manufacturing centers in mostly Southern countries producing goods for sale and consumption outside of the production country is:
5. The term for former colonies of Western European powers whose economies were negatively affected by colonial rule is:
6. The process of rapid transformation of the economies and lives in most parts of the world as the result of the global spread of capitalism is:
7. The branch of anthropology that uses theory and research to help solve contemporary problems is:
8. The political strategy employed by the British in colonial India is:
9. A usually small-scale, independent organization that implements local development is:
10. The term for indigenous tribal people who live in contemporary states is:

ANSWERS:
1. world systems theory
2. Immanuel Wallerstein
3. coercive or forced labor practices
4. Free Trade Zones or Export Processing Zones
5. Third World countries or Southern Countries
6. globalization
7. applied anthropology
8. indirect rule
9. nongovernmental organization (NGO)
10. Fourth World peoples

Internet Activities
1. The website http://tuaregcultureandnews.blogspot.com/ contains a wide range of information and sources about the Tuareg people, Berber language speakers who trace their identity to indigenous peoples of the continent of Africa. They currently live as a diaspora population in Niger, Mali, Algeria, Libya, and many surrounding countries. The Tuareg consider their homeland today to be in the Central Sahara. They have faced discrimination and violence in Niger and in other countries where they reside. Look over the multiple links of the website and see if you can determine what the causes of violence against the Tuareg are in Niger and other parts of Africa. What are some of the actions Tuareg people are taking to obtain their rights? What are some of the causes expressed on this website for the violence and discrimination against the Tuareg people?

2. The website http://www.cwis.org contains an archive of the current and past issues of Fourth World Journal, which contains the work of activists and scholars from communities that self-identify as Fourth World peoples. Explore the content of one issue from 2009 and the content from an early edition of this journal. What are the contemporary issues faced by Fourth World peoples? What issues were present in the articles from the inception of this journal? Do they continue to be faced by Fourth World peoples?

3. An introduction with links to many different articles on the South Asian diaspora can be found at http://www.sscnet.ucla.edu/southasia/Diaspora/diaspora.html. Read the introduction and consider the following questions:
• What are the many causes behind the South Asian diaspora (colonization, labor, etc.)?
• Are contemporary South Asians in diaspora also transnational? Why or why not?
Follow the link to the article “Reflections on the Indian Diaspora in the Caribbean and Elsewhere,” by Vinay Lal. Read the essay and consider the following questions:

• What are the differences between being an Indian in India and being an Indian abroad?
• How does being in diaspora affect Indian identity?
• How is a community in diaspora constructed?
CHAPTER 14
States and Identities:
Ethnicity, Race, and Nationalism

Learning Objectives

Chapter Objectives
Understand the many categories of identity that are mobilized by states to establish categories of citizenship; understand how minority groups may either adopt or resist these categories in their efforts to assert identity and sovereignty.

- Learning Objective 1: Understand the various identity categories used in anthropology.
- Learning Objective 2: Understand how forms of identity can be manipulated in historic situations for the purpose of establishing political cultures.
- Learning Objective 3: Document the expression of religious and ethnic identity through understanding their roles in recent historic events around the world.
- Learning Objective 4: Understand the various forms of ideology and actual practice in the United States around concepts such as race, ethnicity, national culture, and cultural assertion.

Sample Questions
Multiple choice questions
Select the one answer that best completes the thought.

1. Ethnicity is:
   A. a term comparable to cultural identity
   B. can be negotiable and situational
   C. invoked for political claims in pluralistic states
   D. all of the above

2. Race is a concept that is:
   A. based on appearance and is, therefore, universally understood in the same way
   B. verified as a system by genetics
   C. presumed to have scientific basis and is culturally patterned
   D. an issue no longer debated in the multicultural environment of the United States

3. Tribe is:
   A. a term only used to discuss Native American communities
   B. a term contemporary anthropologists have revitalized because it is precise and globally applicable
   C. a concept that probably arose out of contact between native groups and outsiders
   D. all of the above

4. The “one drop of blood rule”:
   A. determines the racial category into which children of mixed-race unions are placed
   B. determines which ethnic and racial groups you can safely receive a blood transfusion from
   C. is the basis of the Brazilian racial system
   D. no longer applies in U.S. identity formation

5. Ethnic-based affiliations in Afghanistan:
   A. disappeared once the Americans created a functional state
   B. was created by the Taliban
C. was historically, and continues into the present, to be a force that facilitates political and economic alliances
D. ended with the emergence of dominant Pashtuns

ANSWERS: 1–D; 2–C; 3–C; 4–A; 4–C

True-false questions
Are the following statements true or false? If any part of a statement is false, then the answer must be F.
1. Racial categories in America are situational and negotiable by individuals.  
   T   F
2. The “one drop of blood rule” determines groups from whom you can receive a blood transfusion:  
   T   F
3. The two major factions in conflict in Sri Lanka are Hindu Tamils and Buddhist Sinhalese.  
   T   F
4. Chechnya is a region of Afghanistan that is seeking political autonomy.  
   T   F
5. Americans have a racial system characterized by bipolar distinctions between two races.  
   T   F
6. The post-Taliban state in Afghanistan has eliminated the role of ethnic minority-based coalitions in economic and political affairs.  
   T   F
7. The national culture in Great Britain is recognized and embraced by all of its people.  
   T   F
8. Cargo cults are associated with Native American revitalization efforts.  
   T   F
9. “Glasnost” refers to a Russian traditional holiday adopted throughout the Soviet Empire under Lenin.  
   T   F
10. Melting-pot assimilation strategy successfully eliminated ethnic differences in the United States in the first half of the twentieth century.  
    T   F

ANSWERS: 1–F; 2–F; 3–T; 4–F; 5–T; 6–F; 7–F; 8–F; 9–F; 10–F

Fill in the blank
Complete the following statement with the word or phrase that best completes the thought.
1. A sovereign political entity with recognized boundaries and a pluralistic population is a:
2. A sovereign political entity with a single cultural identity is a:
3. The newly created holiday that celebrates African identity in the United States is:
4. The process by which an individual or identity group takes control of the state and co-opts its use of force for nationalistic purposes is:
5. Conflict between which two groups has dominated the history of Sri Lanka for the past three decades?
6. The dominant ethnic minority of Afghanistan is:
7. Handsome Lake is:
8. The now obsolete strategy of immigrant assimilation in the United States is based on the concept of the:
9. Cargo cults in Melanesia are a kind of:
10. The two cultural rules in America that influence the racial categorization of people with mixed race ancestry is:

ANSWERS:
1. state
2. nation-state
3. Kwanzaa
4. ethnonationalism
5. Tamils and Sinhalese
6. Pashtuns
7. a leader of a Seneca Indian revitalization movement
8. melting pot
9. revitalization movement
10. “one drop of blood” rule and hypodescent

Internet Activities
1. The home page of the Mashantucket Pequot Museum and Research Center is http://www.pequotmuseum.org/. This site has links to Mashantucket Pequot history and details regarding the annual Schemitzun ceremony.

   Review the content of this website. Read the history of the Pequots and read about the programs and events they sponsor. Considering that this website is a form of self-representation of the Mashantucket Pequots (that is produced and controlled by them), how would you account for the choices made by the website sponsors for this public representation of this group of people? What issues feature prominently in this website? What aspects of contemporary reservation life are not prominently featured?


   From 1936 to 1938, over 2,300 former slaves from across the American South were interviewed by writers and journalists under the aegis of the federal government’s Works Progress Administration (WPA). These former slaves, most born in the last years of the slave regime or during the Civil War, provided firsthand accounts of their experiences on plantations, in cities, and on small farms.

   Select several of the narratives and read them. You can also listen to some of them on sound files. Try to organize your sample in a way that allows you to draw some conclusions (e.g., use urban-based narratives or rural community resident narratives in one state or region). While you absorb the narratives consider the issues of identity, identity maintenance, boundary maintenance mechanisms, and ethnogenesis. Try to identify in these narratives examples of these forms of cultural identity assertion.

3. The website http://www.pbs.org/wgbh/pages/frontline/shows/jefferson/mixed/ contains multiple links for exploration concerning issues related to an episode of Frontline on PBS titled,
“Jefferson’s Blood: Mixed Race America.” This documentary and website explore multiple issues and debates emanating from the relationship between Thomas Jefferson and Sally Hemings. In the documentary, which can be viewed on this website, descendants of this family debate the question of the race of Eston Hemings, the son of Jefferson and Hemings, and express multiple interpretations of their own identities as well as America’s mixed-race past.

Explore the multiple links to this website; understand the “one drop rule” and explore the questions raised by racial categories in the census. What is the “illogic” behind American census categories? Should race continue to be recorded in the American census?