

## True / False

1. Neither society nor culture could exist without the other.

- a. True
- b. False

ANSWER: True

REFERENCES: 44

LEARNING OBJECTIVE S: SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their daily life.

TOPICS: Conceptual

NOTES: New

2. Culture is more important to the individual than it is to the society.

- a. True
- b. False

ANSWER: False

REFERENCES: 44

LEARNING OBJECTIVE S: SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their daily life.

TOPICS: Conceptual

NOTES: New

Rejoinder: Culture is the common denominator that makes social interaction possible. It is the source of rules that provide order in any society.

3. Culture works for humans the way that instincts work for other animals, guiding them through daily life.

- a. True
- b. False

ANSWER: True

REFERENCES: 44

LEARNING OBJECTIVE S: SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their daily life.

TOPICS: Conceptual

NOTES: New

4. Language, beliefs, values, rules of behavior, family patterns, and political systems are examples of material culture.

- a. True
- b. False

ANSWER: False

REFERENCES: 45

LEARNING OBJECTIVE S: SIOT.KEND.16.2-2 - Analyze material culture and nonmaterial cultures, and give examples of each.

TOPICS: Conceptual

NOTES: Rejoinder: These are components of nonmaterial culture; material culture consists of the physical or tangible creations that members of a society make, use, and share.  
Pickup

5. Humans are so different throughout the world that there is little we can consider common to all human culture.

- a. True
- b. False

ANSWER: False

REFERENCES: 46

LEARNING OBJECTIVES: SIOT.KEND.16.2-3 - Explain what is meant by the term cultural universals.

OBJECTIVES:

TOPICS: Conceptual

NOTES: New

Rejoinder: Humans everywhere share the same basic needs and engage in similar activities to ensure survival. Broadly speaking, there are cultural universals found in every society.

6. Even though the specifics of individual cultures vary widely, all cultures have four common nonmaterial cultural components: symbols, language, values, and norms.

- a. True
- b. False

ANSWER: True

REFERENCES: 47

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Conceptual

NOTES: Modified

7. Human culture could not exist without symbols.

- a. True
- b. False

ANSWER: True

REFERENCES: 47

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Conceptual

NOTES: New

8. Language is an exclusively human characteristic.

- a. True
- b. False

ANSWER: False

REFERENCES: 48

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

OBJECTIVES:

TOPICS: Conceptual

NOTES: New

Rejoinder: Language is not an exclusively human characteristic. Other animals communicate meanings to each other, but their communication is limited to the immediate situation.

9. Language communicates about reality, but it cannot influence the reality it describes.

- a. True
- b. False

ANSWER: False

REFERENCES: 49

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

OBJECTIVES:

TOPICS: Conceptual

NOTES: New

Rejoinder: Language both reflects and shapes experience. Studies demonstrate the role of language in perpetuating unequal gender relations as well as inequality based on race and ethnicity.

10. Language may be a source of power and social control; language perpetuates inequalities between people and between groups because words are used to “keep people in their place.”

- a. True
- b. False

ANSWER: True

REFERENCES: 52

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Conceptual

NOTES: New

11. Values are standards that provide criteria by which we evaluate people, objects, and events. They also dictate which behaviors are appropriate and which ones are not.

- a. True
- b. False

ANSWER: False

REFERENCES: 52

OBJECTIVES:

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

OBJECTIVES:

OBJECTIVES:

TOPICS: Conceptual

NOTES: New

Rejoinder: Values are collective ideas about what is bad or good, desirable or undesirable in any particular culture. However, they do not dictate which behaviors are appropriate and which ones are not. Norms are established rules for behavior.

12. Sociologists agree that every culture is guided by a unique shared set of values.

- a. True
- b. False

*ANSWER:* False

*REFERENCES:* 52

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

*TOPICS:* Factual

*NOTES:* New

Rejoinder: In the United States, for example, sociologists are not in agreement about the extent to which people share a core set of values.

13. Americans are more individualistic than people in Western European countries.

- a. True
- b. False

*ANSWER:* True

*REFERENCES:* 52

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

*TOPICS:* Factual

*NOTES:* New

14. Most societies are guided by a shared set of mutually reinforcing values.

- a. True
- b. False

*ANSWER:* False

*REFERENCES:* 54

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

*TOPICS:* Conceptual

*NOTES:* New

Rejoinder: All societies have value contradictions. Values are often mutually exclusive, so that achieving one value makes it difficult, if not impossible, to achieve another.

15. In every society a gap exists between the values that people profess to hold and their actual behavior, which may not be consistent with those values.

- a. True
- b. False

*ANSWER:* True

*REFERENCES:* 54

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

*TOPICS:* Factual

*NOTES:* New

16. Because mores govern behavior considered essential to the stability of society, they are always codified into laws and punishable with formal sanctions.

- a. True
- b. False

ANSWER: False

REFERENCE 55

S:

LEARNING OBJECTIVE: SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one

EXAMPLES: example of each.

TOPICS: Conceptual

NOTES: New

Rejoinder: Although norms are considered more socially important than folkways, they are still not always written into law and may be subject to formal or informal sanctions, depending on the situation.

17. Most technological changes in a society are modifications of existing technologies.

- a. True
- b. False

ANSWER: True

REFERENCES: 56

LEARNING OBJECTIVE: SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single

EXAMPLES: nation and throughout the world.

TOPICS: Factual

NOTES: New

18. Because cultures tend to be integrated, all parts of any given culture will tend to change at the same pace.

- a. True
- b. False

ANSWER: False

REFERENCES: 56

LEARNING OBJECTIVE: SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation

EXAMPLES: and throughout the world.

TOPICS: Conceptual

NOTES: New

Rejoinder: Material culture, such as technology, changes more rapidly than nonmaterial culture, such as morals and ethics. This creates a situation termed cultural lag.

19. The United States is considered a heterogeneous society, meaning that it includes people who are dissimilar in regard to social characteristics such as religion, income, or race/ethnicity.

- a. True
- b. False

ANSWER: True

REFERENCES: 57

LEARNING OBJECTIVE: SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single

EXAMPLES: nation and throughout the world.

TOPICS: Conceptual

NOTES: Modified

20. Applying the broadest sense of the concept, most people in the United States could be classified as members of one subculture or another.

- a. True
- b. False

ANSWER: True

REFERENCES: 58

LEARNING OBJECTIVES: SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

TOPICS: Conceptual

NOTES: New

21. People in the same subculture generally live in the same geographical area.

- a. True
- b. False

ANSWER: False

:

REFERENCES: 58

OBJECTIVES:

LEARNING OBJECTIVES: SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

TOPICS:

:

TOPICS: Factual

NOTES: New

Rejoinder: Subcultures include not only sharing an ethnic identity, but also sharing interests, such as motorcyclists and fans of celebrities like Lady Gaga. Although there are ethnic enclaves in which members of an ethnic subculture may congregate, people with various kinds of shared identities may live dispersed geographically.

22. People of all ages are equally likely to be members of a counterculture.

- a. True
- b. False

ANSWER: False

REFERENCES: 60

LEARNING OBJECTIVES: SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

TOPICS: Factual

NOTES: New

Rejoinder: Younger people have less of an investment in the existing dominant culture and are, therefore, more likely than older people to join countercultures.

23. In some respects, ethnocentrism may be considered of positive value.

- a. True
- b. False

ANSWER: True

REFERENCES: 61

LEARNING OBJECTIVE SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide ES: one example each.

TOPICS: Conceptual

NOTES: New

24. Cultural relativism is always considered of positive value.

- a. True
- b. False

ANSWER: False

REFERENCES: 62

LEARNING OBJECTIVE SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide ES: one example each.

TOPICS: Conceptual

NOTES: New

Rejoinder: Taken to an extreme, cultural relativism could be used to justify practices that violate basic human rights.

25. Although technology will certainly continue to revolutionize communication throughout the world, most of the global population will not participate in this revolution.

- a. True
- b. False

ANSWER: True

REFERENCES: 69

LEARNING OBJECTIVE SIOT.KEND.16.2-8 - Compare and contrast functionalist, conflict, symbolic interactionist, and CTIVES: postmodernist perspectives on society and culture.

TOPICS: Factual

NOTES: New

### Multiple Choice

26. \_\_\_\_\_ refers to the knowledge, language, values, customs, and material objects that are passed from person to person and from one generation to the next in a human group or society.

- a. Technology
- b. Society
- c. Culture
- d. Social organization

ANSWER: c

REFERENCES: 43

LEARNING OBJECTIVE SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their S: daily life.

TOPICS: Conceptual

NOTES: Pickup

27. A key difference between society and culture is\_\_\_\_\_ .
- a. culture has political significance and society does not
  - b. society exists independently, but culture is dependent upon society
  - c. culture is composed of ideas and behavior, but society is composed of people
  - d. cultures occupy the same geographical territory, but society does not

ANSWER: c

REFERENCES: 44

LEARNING OBJECTIVE SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their  
S: daily life.

TOPICS: Conceptual

NOTES: New

28. Sociologists use the term \_\_\_\_\_ for a large social grouping that occupies the same geographical territory and is subject to the same political authority and dominant cultural expectations.
- a. country
  - b. society
  - c. nation
  - d. culture

ANSWER: b

REFERENCES: 44

LEARNING OBJECTIVE SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their  
S: daily life.

TOPICS: Factual

NOTES: Modified

29. Which of these statements about culture is *not true*?
- a. Culture is essential to the survival of each individual.
  - b. Culture must be learned from others.
  - c. Culture establishes order within a society.
  - d. Culture is more important to society than it is to individuals.

ANSWER: d

REFERENCES: 44

LEARNING OBJECTIVE SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their  
S: daily life.

TOPICS: Conceptual

NOTES: New

30. A(n) \_\_\_\_\_ is a biologically based behavioral pattern that is common to all members of a species under certain environmental conditions.

- a. impulse
- b. reflex
- c. drive
- d. instinct

ANSWER: d

REFERENCES: 44

LEARNING OBJECTIVE SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their S: daily life.

TOPICS: Conceptual

NOTES: Modified

31. Spiders do not learn to build webs. They build webs because of \_\_\_\_\_ triggered by the biological need for protection and reproduction.

- a. instincts
- b. impulses
- c. reflexes
- d. drives

ANSWER: a

REFERENCES: 44

LEARNING OBJECTIVE SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their S: daily life.

TOPICS: Applied

NOTES: Modified

32. Sociologists use the word \_\_\_\_\_ to refer to what is biologically determined, and \_\_\_\_\_ for what results from the social environment.

- a. natural / artificial
- b. nurturance / natural
- c. nature / nurture
- d. nurture / nature

ANSWER: c

REFERENCES: 44

LEARNING OBJECTIVE SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their S: daily life.

TOPICS: Conceptual

NOTES: New

33. An unlearned, biologically determined involuntary response to a physical stimulus is called a(n) \_\_\_\_\_.
- a. instinct
  - b. reflex
  - c. drive
  - d. impulse

ANSWER: b

REFERENCES: 44

LEARNING OBJECTIVE SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their daily life.

S: daily life.

TOPICS: Conceptual

NOTES: Pickup

34. Which of these is the best example of a reflex?
- a. stopping at a stop sign
  - b. feeling hungry
  - c. sleeping for eight hours
  - d. blinking at dirt in your eye

ANSWER: d

REFERENCES: 44

LEARNING OBJECTIVE SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their daily life.

S: daily life.

TOPICS: Applied

NOTES: New

35. Examples of \_\_\_\_\_ include a sneeze after breathing some pepper in through your nose or the blinking your eye when a speck of dust gets in it.
- a. impulses
  - b. drives
  - c. reflexes
  - d. instincts

ANSWER: c

REFERENCES: 44

LEARNING OBJECTIVE SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their daily life.

S: daily life.

TOPICS: Applied

NOTES: Pickup

36. The term \_\_\_\_\_ refers to unlearned, biologically determined impulses common to all members of a species that satisfy needs such as those for sleep, food, water, or sexual gratification.

- a. instinct
- b. drive
- c. reflex
- d. reaction

ANSWER: b

REFERENCES: 44

LEARNING OBJECTIVE SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their S: daily life.

TOPICS: Conceptual

NOTES: Modified

37. Which of these statements is the best description of the role of culture in human life?

- a. Humans can choose whether or not to have culture.
- b. Human behavior is completely determined by a particular culture.
- c. Humans choose their behaviors and ideas from a cultural “tool kit.”
- d. Human thoughts and behaviors are generally unrelated to culture.

ANSWER: c

REFERENCES: 44

LEARNING OBJECTIVE SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their S: daily life.

TOPICS: Conceptual

NOTES: New

38. Sociologist Ann Swidler coined the expression \_\_\_\_\_ to refer to human culture or “symbols, stories, rituals, and world views, which people may use in varying configurations to solve different kinds of problems.”

- a. “tool kit”
- b. “survival kit”
- c. “creative problem solving”
- d. “human nature”

ANSWER: a

REFERENCES: 44

LEARNING OBJECTIVE SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their S: daily life.

TOPICS: Factual

NOTES: New

39. \_\_\_\_\_ consists of the physical or tangible creations that members of a society make, use, and share.

- a. Technology
- b. Nonmaterial culture
- c. Cultural universals
- d. Material culture

*ANSWER:* d

*REFERENCES:* 44

*LEARNING OBJECTIVES* SIOT.KEND.16.2-2 - Analyze material culture and nonmaterial cultures, and give examples of each.

*TOPICS:* Conceptual

*NOTES:* Pickup

40. Which type of culture originates from raw materials or resources such as ore, trees, and oil?

- a. general culture
- b. material culture
- c. nonmaterial culture
- d. cultural universals

*ANSWER:* b

*REFERENCES:* 44

*LEARNING OBJECTIVES* SIOT.KEND.16.2-2 - Analyze material culture and nonmaterial cultures, and give examples of each.

*TOPICS:* Conceptual

*NOTES:* Modified

41. Sociologists define \_\_\_\_\_ as the knowledge, techniques, and tools that make it possible for people to transform resources into usable forms, and the knowledge and skills required to use them after they are developed.

- a. industrialization
- b. technology
- c. material culture
- d. cybernetics

*ANSWER:* b

*REFERENCES:* 44

*LEARNING OBJECTIVES* SIOT.KEND.16.2-2 - Analyze material culture and nonmaterial cultures, and give examples of each.

*TOPICS:* Conceptual

*NOTES:* Modified

42. Democracy, belief in a Supreme Being, and understanding English are all examples of \_\_\_\_\_.

- a. material culture
- b. technology
- c. nonmaterial culture
- d. cultural universals

ANSWER: c

REFERENCES: 45

LEARNING OBJECTIVES SIOT.KEND.16.2-2 - Analyze material culture and nonmaterial cultures, and give examples of each.

TOPICS: Applied

NOTES: New

43. Shaking a fist at someone or giving him “the finger” are examples of gestures. Gestures are a component of \_\_\_\_\_.

- a. cultural universals
- b. material culture
- c. counterculture
- d. nonmaterial culture

ANSWER: d

REFERENCES: 45

LEARNING OBJECTIVES SIOT.KEND.16.2-2 - Analyze material culture and nonmaterial cultures, and give examples of each.

TOPICS: Applied

NOTES: Modified

44. A central component of nonmaterial culture is \_\_\_\_\_, which are the mental acceptance or conviction that certain things are true or real.

- a. ideologies
- b. beliefs
- c. morals
- d. values

ANSWER: b

REFERENCES: 46

LEARNING OBJECTIVES SIOT.KEND.16.2-2 - Analyze material culture and nonmaterial cultures, and give examples of each.

TOPICS: Conceptual

NOTES: Pickup

45. Language, family patterns, and bodily adornment are examples of \_\_\_\_\_.
- a. material culture
  - b. symbolic culture
  - c. cultural beliefs
  - d. cultural universals

ANSWER: d

REFERENCES: 46

LEARNING OBJECTIVES: SIOT.KEND.16.2-3 - Explain what is meant by the term cultural universals.

TOPICS: Applied

NOTES: New

46. Anthropologist George Murdock compiled a list of over seventy \_\_\_\_\_, which are customs and practices that occur across all societies.
- a. symbols
  - b. beliefs
  - c. cultural universals
  - d. norms

ANSWER: c

REFERENCES: 46

LEARNING OBJECTIVES: SIOT.KEND.16.2-3 - Explain what is meant by the term cultural universals.

TOPICS: Factual

NOTES: Pickup

47. Which of these statements about cultural universals is *false*?
- a. Cultural universals reflect the fact that humans everywhere share the same basic needs.
  - b. Cultural universals help to ensure the smooth functioning of society.
  - c. The form a cultural universal takes varies from group to group.
  - d. The specific form of most cultural universals is universal.

ANSWER: d

REFERENCES: 46

LEARNING OBJECTIVES: SIOT.KEND.16.2-3 - Explain what is meant by the term cultural universals.

TOPICS: Conceptual

NOTES: New

48. Which of these is *not* considered a component of nonmaterial culture?
- a. technology
  - b. norms
  - c. values
  - d. symbols

ANSWER: a

REFERENCES: 47

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Conceptual

NOTES: New

49. A(n) \_\_\_\_\_ can be anything that meaningfully represents something else.

- a. indicator
- b. symbol
- c. device
- d. character

ANSWER: b

REFERENCES: 47

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Factual

NOTES: Modified

50. Which of these statements about symbols is *true*?

- a. Culture could not exist without symbols.
- b. Symbols generally have either an exclusively positive or negative meaning.
- c. Only material elements can be represented by symbols.
- d. In some cultures, symbols are relatively unimportant.

ANSWER: a

REFERENCES: 47

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Conceptual

NOTES: New

51. The “thumbs up” sign means something is good in some places, but is an obscene gesture in other places. This illustrates that \_\_\_\_\_ .

- a. hand gestures are not really symbols
- b. symbols may have different meanings among different groups of people
- c. there is a lot of misuse of the “thumbs up” gesture
- d. all symbols have universal meanings

ANSWER: b

REFERENCES: 47

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Conceptual

NOTES: New

52. The term \_\_\_\_\_ refers to a set of symbols that expresses ideas and enables people to think and communicate with one another.

- a. beliefs
- b. values
- c. language
- d. universals

ANSWER: c

REFERENCES: 48

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Factual

NOTES: Modified

53. Which of these statements regarding language is *true*?

- a. Chimpanzees can use elements of Standard American Sign Language and manipulate physical objects to make "sentences."
- b. With proper training, nonhuman primates may be taught to vocalize simple words.
- c. Most primates manipulate symbols to express very abstract concepts and cultural rules from one generation to the next.
- d. Language is solely a human characteristic.

*ANSWER:* a

*REFERENCES:* 49

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

*TOPICS:* Factual

*NOTES:* New

54. The \_\_\_\_\_ suggests that language not only expresses our thoughts and perceptions but also influences our perception of reality.

- a. Helmicki-Kendall theorem
- b. Thomas theorem
- c. Sapir-Whorf hypothesis
- d. law of universals

*ANSWER:* c

*REFERENCES:* 49

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

*TOPICS:* Factual

*NOTES:* Modified

55. Most sociologists are in agreement that\_\_\_\_\_ .

- a. language determines reality.
- b. language influences perception.
- c. there is no relationship between language and perception.
- d. without language perception is not possible.

*ANSWER:* b

*REFERENCES:* 49

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

*TOPICS:* Factual

*NOTES:* New

56. The U.S. Census Bureau reports that in approximately \_\_\_\_\_ of American households a language other than English is the primary language spoken.

- a. 2 percent
- b. 5 percent
- c. 21 percent
- d. 35 percent

ANSWER: c

REFERENCES: 51

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Factual

NOTES: Modified

57. The text uses the examples of “dichos,” proverbs or sayings used by Latinos in New Mexico and south Texas, to illustrate that\_\_\_\_\_.

- a. language shapes perception
- b. language is a reflection of one’s cultural heritage
- c. language is a source of power
- d. language expresses gender relations in a society

ANSWER: b

REFERENCES: 52

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Factual

NOTES: New

58. \_\_\_\_\_ are collective ideas about what is right or wrong, good or bad, and desirable or undesirable in a particular culture.

- a. Beliefs
- b. Norms
- c. Values
- d. Ideologies

ANSWER: c

REFERENCES: 52

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Conceptual

NOTES: Pickup

59. Which of these statements about values is *true*?

- a. A group’s values dictate which behaviors are appropriate and which are not.
- b. Values are typically stated in terms of what is positive or good.
- c. Because they are only beliefs, values are not taken seriously by many people.
- d. Values are a source of criteria for evaluating people, events, and objects.

ANSWER: d

REFERENCES: 52

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Conceptual

NOTES: New

60. \_\_\_\_\_ theorists have conducted most of the research on “core” values in the United States.

- a. Conflict
- b. Functionalist
- c. Symbolic interactionist
- d. Postmodern

ANSWER: b

REFERENCES: 52

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Factual

NOTES: Modified

61. Which of these is *not* one of the ten core American values identified by sociologist Robin Williams?

- a. individualism
- b. progress and material comfort
- c. efficiency and practicality
- d. cooperation and pacifism

ANSWER: d

REFERENCES: 52

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Factual

NOTES: New

62. According to sociologist Robin Williams, \_\_\_\_\_ is an American core value that emphasizes helpfulness, personal kindness, aid in mass disasters, and organized philanthropy.

- a. equality
- b. achievement and success
- c. progress and material comfort
- d. morality and humanitarianism

ANSWER: d

REFERENCES: 53

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Factual

NOTES: Pickup

63. According to a survey conducted by the Pew Research Center, which of these is a shift in values from those reported by Williams in 1970?

- a. more emphasis on individualism
- b. less emphasis on achievement and success
- c. lack of interest in progress and material comfort
- d. decreased ethnocentrism and belief in group superiority

ANSWER: d

REFERENCES: 54

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Factual

NOTES: New

64. \_\_\_\_\_ are values that conflict with one another or are mutually exclusive, meaning that achieving one makes it difficult, if not impossible, to achieve another.

- a. Material contradictions
- b. Morality contradictions
- c. Value contradictions
- d. Universal contradictions

ANSWER: c

REFERENCES: 54

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Conceptual

NOTES: Pickup

65. Core values of morality and humanitarianism may clash with values of individual achievement and success. Sociologists term this a \_\_\_\_\_.

- a. cultural dysfunction
- b. value contradiction
- c. clash of cultures
- d. breakdown of morality

ANSWER: b

REFERENCES: 54

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Conceptual

NOTES: Modified

66. "American society stands for equal opportunity for all." This statement exemplifies \_\_\_\_\_ culture, which refers to the values and standards that people in a society profess to hold.

- a. ideal
- b. real
- c. material
- d. universal

ANSWER: a

REFERENCES: 54

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Conceptual

NOTES: Pickup

67. People may claim to be law-abiding yet still engage in behaviors that are illegal. This behavior is an example of \_\_\_\_\_ culture, which refers to the values and standards of behavior that people actually follow.

- a. ideal
- b. real
- c. material
- d. universal

ANSWER: b

REFERENCES: 54

LEARNING OBJECTIVES: SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

TOPICS: Conceptual

NOTES: Modified

68. \_\_\_\_\_ provide ideals of beliefs about behavior but do not state explicitly how we should behave; \_\_\_\_\_ are established rules of behavior or standards for conduct.

- a. Mores / values
- b. Folkways / mores
- c. Norms / values
- d. Values / norms

ANSWER: d

REFERENCES: 54

LEARNING OBJECTIVE SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

TOPICS: Conceptual

NOTES: Modified

69. \_\_\_\_\_ norms state what behavior is appropriate or acceptable. For example, persons making a certain amount of money are expected to file a tax return and pay any taxes they owe.

- a. Standard
- b. Prescriptive
- c. Regular
- d. Proscriptive

ANSWER: b

REFERENCES: 54

LEARNING OBJECTIVE SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

TOPICS: Conceptual

NOTES: Pickup

70. \_\_\_\_\_ state what behavior is inappropriate or unacceptable. Laws that prohibit stealing and norms against swearing in public are examples.

- a. Proscriptive norms
- b. Nonstandard norms
- c. Prescriptive norms
- d. Subscriptive norms

ANSWER: a

REFERENCES: 55

LEARNING OBJECTIVE SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

TOPICS: Conceptual

NOTES: Modified

71. Not all norms are of equal importance; \_\_\_\_\_ are written down and involve specific punishments for violators. Laws are the most common type; they have been codified and may be enforced by sanctions.

- a. informal norms
- b. real norms
- c. formal norms
- d. ideal norms

ANSWER: c

REFERENCES: 55

LEARNING OBJECTIVE: SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

TOPICS: Conceptual

NOTES: Pickup

72. \_\_\_\_\_ are rewards for appropriate behavior or penalties for inappropriate behavior.

- a. Folkways
- b. Mores
- c. Sanctions
- d. Taboos

ANSWER: c

REFERENCES: 55

LEARNING OBJECTIVE: SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

TOPICS: Conceptual

NOTES: Pickup

73. After having successfully negotiated an important business contract with a major client, Jocelyn's boss congratulated her and promised her a significant pay raise. In this situation, Jocelyn is receiving what sociologists term a \_\_\_\_\_.

- a. positive folkway
- b. positive sanction
- c. negative sanction
- d. informal sanction

ANSWER: b

REFERENCES: 55

LEARNING OBJECTIVE: SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

TOPICS: Applied

NOTES: Modified

74. Luke has just received a stern lecture from his mother about his lack of motivation. His mother's lecture is an example of a \_\_\_\_\_.

- a. value reinforcer
- b. positive sanction
- c. norm violation
- d. negative sanction

ANSWER: d

REFERENCES: 55

LEARNING OBJECTIVE: SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

TOPICS: Applied

NOTES: Modified

75. \_\_\_\_\_ are norms considered to be less important, are unwritten, and are commonly understood standards of behavior among people who share an identity.

- a. Informal norms
- b. Folkways
- c. Communal norms
- d. Negative sanctions

ANSWER: a

REFERENCES: 55

LEARNING OBJECTIVE: SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

TOPICS: Conceptual

NOTES: Modified

76. During a church service, a parishioner talks loudly to the person sitting next to her. A man in another pew turns around, frowns at her, and says "Shh." This illustrates a \_\_\_\_\_.

- a. negative informal norm
- b. positive formal sanction
- c. negative informal sanction
- d. prescriptive informal norm

ANSWER: c

REFERENCES: 55

LEARNING OBJECTIVE: SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

TOPICS: Applied

NOTES: Modified

77. \_\_\_\_\_ are informal norms or everyday customs that may be violated without serious consequences within a particular culture. They provide rules for conduct but are not considered to be essential to society's survival.

- a. Mores
- b. Folkways
- c. Sanctions
- d. Taboos

ANSWER: b

REFERENCES: 55

LEARNING OBJECTIVE: SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

TOPICS: Conceptual

NOTES: Pickup

78. In the United States, \_\_\_\_\_ might include using a napkin when eating and saying "excuse me" after bumping into someone.

- a. formal norms
- b. folkways
- c. mores
- d. laws

ANSWER: b

REFERENCES: 56

LEARNING OBJECTIVE: SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

TOPICS: Applied

NOTES: Modified

79. As you are rushing from one class to the next, you absentmindedly forget to hold the door open for the person coming through behind you. The consequence is that the door slams in that person's face. Which of these cultural components has your behavior violated?

- a. a taboo
- b. a folkway
- c. a sanction
- d. social mores

ANSWER: b

REFERENCES: 56

LEARNING OBJECTIVE: SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

TOPICS: Applied

NOTES: Modified

80. \_\_\_\_\_ are strongly held norms that have moral and ethical connotations within a particular culture, and that may not be violated without serious consequences.

- a. Folkways
- b. Informal norms
- c. Negative sanctions
- d. Mores

ANSWER: d

REFERENCES: 56

LEARNING OBJECTIVE: SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

TOPICS: Conceptual

NOTES: Modified

81. The strongest mores are referred to as \_\_\_\_\_. They are so strong that their violation is considered to be extremely offensive and even unmentionable.

- a. sanctions
- b. folkways
- c. laws
- d. taboos

ANSWER: d

REFERENCES: 56

LEARNING OBJECTIVE: SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

TOPICS: Conceptual

NOTES: Pickup

82. Jeffery Dahmer was convicted of murder and sentenced to life in prison for this offense. He also practiced cannibalism on his victims. In this situation, the act of murder could be described as the violation of \_\_\_\_\_, while cannibalism could be described as the violation of a \_\_\_\_\_.

- a. value; belief
- b. folkway; mores
- c. mores; taboo
- d. mores; folkway

ANSWER: c

REFERENCES: 56

LEARNING OBJECTIVE: SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

TOPICS: Applied

NOTES: Pickup

83. When formal, standardized norms are enacted by legislatures and are enforced by formal sanctions, they are termed

\_\_\_\_\_.

- a. folkways
- b. mores
- c. laws
- d. taboos

*ANSWER:* c

*REFERENCES:* 56

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

*TOPICS:* Conceptual

*NOTES:* Modified

84. A local business is named with a phrase from a popular song. The owner is sued for violating copyright. This is an example of \_\_\_\_\_.

- a. civil law
- b. formal law
- c. criminal law
- d. informal law

*ANSWER:* a

*REFERENCES:* 56

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

*TOPICS:* Applied

*NOTES:* New

85. Theft, assault, and drug dealing are all violations of \_\_\_\_\_.

- a. informal law
- b. civil law
- c. folkways
- d. criminal law

*ANSWER:* d

*REFERENCES:* 56

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

*TOPICS:* Applied

*NOTES:* New

86. Most technological changes\_\_\_\_\_.
- a. are the product of diffusion
  - b. are modifications of existing technologies
  - c. are new technologies that significantly impact people's lives
  - d. emerge very slowly

ANSWER: b

REFERENCES: 56

LEARNING OBJECT SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

TOPICS: Factual

NOTES: New

87. All parts of culture do not change at the same pace. Sociologist William Ogburn referred to this disparity as \_\_\_\_\_, which is the gap between the technical development of a society and the development of its moral and legal institutions.

- a. acculturation
- b. cultural tension
- c. cultural lag
- d. cultural diffusion

ANSWER: c

REFERENCES: 56

LEARNING OBJECT SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

TOPICS: Conceptual

NOTES: Modified

88. Which of these is the best example of the concept of cultural lag?

- a. a lack of clear law governing the rights of all parties involved in artificial insemination and other forms of reproductive technology
- b. the use of radar to determine and document the speed of drivers on a major highway
- c. an increase in the use of Facebook among people over age 50 to find former high school and college classmates
- d. a lack of electronic versions of older novels, biographies, and other published works

ANSWER: a

REFERENCES: 57

LEARNING OBJECT SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

TOPICS: Applied

NOTES: New

89. \_\_\_\_\_ is the process of learning about something previously unknown or unrecognized.

- a. Invention
- b. Diffusion
- c. Discovery
- d. Cultural lag

*ANSWER:* c

*REFERENCES:* 57

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

*TOPICS:* Conceptual

*NOTES:* Modified

90. Today, discovery most often results from \_\_\_\_\_. For example, the discovery of a polio vaccine virtually eliminated what was a major childhood disease.

- a. scientific research
- b. unearthing natural elements
- c. uncovering existing realities
- d. diffusion

*ANSWER:* a

*REFERENCES:* 57

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

*TOPICS:* Factual

*NOTES:* Modified

91. \_\_\_\_\_ is the process of learning about something previously unknown or unrecognized. \_\_\_\_\_ is the process of reshaping existing cultural items into a new form.

- a. Invention / Discovery
- b. Discovery / Invention
- c. Discovery / Diffusion
- d. Diffusion / Innovation

*ANSWER:* b

*REFERENCES:* 57

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

*TOPICS:* Conceptual

*NOTES:* Modified

92. \_\_\_\_\_ is the transmission of cultural items or social practices from one group or society to another through such means as exploration, military endeavors, the media, tourism, and immigration.

- a. Discovery
- b. Diffusion
- c. Functional reorganization
- d. Rediscovery

*ANSWER:* b

*REFERENCES:* 57

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

*TOPICS:* Conceptual

*NOTES:* Pickup

93. The popularity of piñatas in China, Italy, Spain, Mexico, the United States, and other nations is an example of \_\_\_\_\_.

- a. cultural initiative
- b. cultural transformation
- c. cultural diffusion
- d. cultural relativism

*ANSWER:* c

*REFERENCES:* 57

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

*TOPICS:* Conceptual

*NOTES:* New

94. In a six-square-block tract of downtown Boston, it is possible to purchase a bagel with cream cheese, dine on raw fish in a sushi bar, or grab a slice of pizza from a street vendor. This variety of food choices illustrates the process of \_\_\_\_\_.

- a. discovery
- b. cultural relativism
- c. invention
- d. diffusion

*ANSWER:* d

*REFERENCES:* 57

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

*TOPICS:* Conceptual

*NOTES:* Modified

95. \_\_\_\_\_ refers to the wide range of cultural differences found between and within nations. It may be the result of natural or social circumstances.

- a. Cultural relativism
- b. Cultural diversity
- c. Cultural diffusion
- d. Cultural transformation

*ANSWER:* b

*REFERENCES:* 57

*LEARNING OBJECT* SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

*TOPICS:* Conceptual

*NOTES:* Modified

96. Some nations, such as Sweden, are referred to as \_\_\_\_\_, which means that they include people who share a common culture and who are typically from similar social, religious, political, and economic backgrounds.

- a. homogeneous societies
- b. subculture societies
- c. heterogeneous societies
- d. counterculture societies

*ANSWER:* a

*REFERENCES:* 57

*LEARNING OBJECT* SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

*TOPICS:* Conceptual

*NOTES:* Pickup

97. Some nations, such as the United States, are referred to as \_\_\_\_\_, which means that they include people who are dissimilar in regard to social characteristics such as religion, income, or race/ethnicity.

- a. subculture societies
- b. homogeneous societies
- c. counterculture societies
- d. heterogeneous societies

*ANSWER:* d

*REFERENCES:* 57

*LEARNING OBJECT* SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

*TOPICS:* Conceptual

*NOTES:* Pickup

98. A \_\_\_\_\_ is a category of people who share distinguishing attributes, beliefs, values, and/or norms that set them apart in some significant manner from the dominant culture.

- a. contraculture
- b. counterculture
- c. subculture
- d. primary culture

ANSWER: c

REFERENCES: 58

LEARNING OBJECT SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

TOPICS: Conceptual

NOTES: Pickup

99. In the month of December, many Jewish families celebrate Chanukah (the Festival of Light), during which special foods are served and families engage in ritual activity unique to their religious faith. In this context, members of the Jewish faith would represent a \_\_\_\_\_.

- a. rival culture
- b. counterculture
- c. contraculture
- d. subculture

ANSWER: d

REFERENCES: 58

LEARNING OBJECT SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

TOPICS: Conceptual

NOTES: Pickup

100. Clay is a high-ranking executive of the Harley-Davidson Company. He is a member of the Free Wheelers, a motorcycle group. On the weekends, the Free Wheelers go camping and fishing and often sponsor community service programs. Clay would be considered a member of a(n) \_\_\_\_\_.

- a. counterculture
- b. minority culture
- c. subculture
- d. underground culture

ANSWER: c

REFERENCES: 58

LEARNING OBJECT SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

TOPICS: Conceptual

NOTES: Pickup

101. Which of these statements about subcultures is *false*?
- a. Within the United States only a small percentage of people belong to a subculture.
  - b. Subcultures may be based on religion, age, interests, or ethnicity.
  - c. Sociological study of subcultures is often limited to visible and distinctive subcultures.
  - d. Social media users could be considered a subculture.

ANSWER: a

REFERENCES: 58

LEARNING OBJECT SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

TOPICS: Conceptual

NOTES: New

102. Today, most Old Order Amish live in \_\_\_\_\_, where they practice their religious beliefs and remain a relatively closed social network.
- a. Kansas, Nebraska, and Iowa
  - b. Pennsylvania, Ohio, and Indiana
  - c. New York, New Jersey, and Pennsylvania
  - d. California, Utah, and Idaho

ANSWER: b

REFERENCES: 58

LEARNING OBJECT SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

TOPICS: Factual

NOTES: Pickup

103. A \_\_\_\_\_ is a group that strongly rejects dominant societal values and norms and seeks an alternative lifestyle.
- a. subculture
  - b. counterculture
  - c. contraculture
  - d. secondary culture

ANSWER: b

REFERENCES: 60

LEARNING OBJECT SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

TOPICS: Conceptual

NOTES: Pickup

104. "The Order," a white supremacist group, is opposed to most of the values shared by a majority of mainstream Americans. The Order has purchased weapons with the purpose of going after its enemies. This group is an example of a \_\_\_\_\_.

- a. secondary culture
- b. contraculture
- c. subculture
- d. counterculture

ANSWER: d

REFERENCES: 60

LEARNING OBJECT SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

TOPICS: Applied

NOTES: Modified

105. Groups such as the beatniks of the 1950s, the drug enthusiasts of the 1970s, and members of religious cults reject some or many of culture's basic norms and values. These groups are called \_\_\_\_\_.

- a. contracultures
- b. secondary cultures
- c. countercultures
- d. subcultures

ANSWER: c

REFERENCES: 60

LEARNING OBJECT SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

TOPICS: Conceptual

NOTES: Pickup

106. Sociologists use the term \_\_\_\_\_ for the disorientation that people feel when they encounter cultures radically different from their own that challenge their own taken-for-granted assumptions about life.

- a. culture shock
- b. dysfunction
- c. social disorganization
- d. group anomie

ANSWER: a

REFERENCES: 60

LEARNING OBJECTIV SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide one example each.

TOPICS: Conceptual

NOTES: Modified

107. When anthropologist Napoleon Chagnon first confronted the *Yanomamö* tribe of South America, he became nauseated at the sight of their customs and social environment. This is an example of \_\_\_\_\_.

- a. subcultural ennui
- b. social disorganization
- c. culture shock
- d. personal anomie

*ANSWER:* c

*REFERENCES:* 60

*LEARNING OBJECTIVE:* SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide one example each.

*TOPICS:* Applied

*NOTES:* Modified

108. Sociologists use the term \_\_\_\_\_ for the practice of judging all other cultures by one's own culture, assuming that one's own way of life is superior to all others.

- a. authoritarianism
- b. ethnocentrism
- c. cultural relativism
- d. self-centeredness

*ANSWER:* b

*REFERENCES:* 61

*LEARNING OBJECTIVE:* SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide one example each.

*TOPICS:* Conceptual

*NOTES:* Modified

109. During Olympic Games, competition and a spirit of nationalism and patriotism encourage people to think of their own nation as "the best." This is an example of \_\_\_\_\_.

- a. cultural relativism
- b. negative ethnocentrism
- c. authoritarianism
- d. positive ethnocentrism

*ANSWER:* d

*REFERENCES:* 61

*LEARNING OBJECTIVE:* SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide one example each.

*TOPICS:* Applied

*NOTES:* Modified

110. The term \_\_\_\_\_ refers to the belief that the behaviors and customs of any society must be viewed and analyzed by the culture's own standards.

- a. positive ethnocentrism
- b. authoritarianism
- c. cultural relativism
- d. negative ethnocentrism

*ANSWER:* c

*REFERENCES:* 61

*LEARNING OBJECTIV* SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide *ES:* one example each.

*TOPICS:* Conceptual

*NOTES:* Modified

111. A potential danger of applying \_\_\_\_\_ is that taken to its extreme it may be used to justify practices that violate human rights.

- a. positive ethnocentrism
- b. objectivism
- c. cultural relativism
- d. cultural diffusion

*ANSWER:* c

*REFERENCES:* 62

*LEARNING OBJECTIV* SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide *ES:* one example each.

*TOPICS:* Conceptual

*NOTES:* New

112. \_\_\_\_\_ culture consists of classical music, opera, ballet, live theater, and other activities usually patronized by audiences who have the time, money, and knowledge assumed to be necessary for its appreciation.

- a. Ideal
- b. Real
- c. High
- d. Popular

*ANSWER:* c

*REFERENCES:* 62

*LEARNING OBJECTIV* SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide *ES:* one example each.

*TOPICS:* Conceptual

*NOTES:* Modified

113. \_\_\_\_\_ consists of activities, products, and services, such as rock concerts, spectator sports, movies, and television soap operas and situation comedies, that are assumed to appeal primarily to members of the middle and working classes.

- a. Nonmaterial culture
- b. Popular culture
- c. High culture
- d. Material culture

ANSWER: b

REFERENCES: 62

LEARNING OBJECTIVE SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide ES: one example each.

TOPICS: Conceptual

NOTES: Modified

114. A \_\_\_\_\_ is a temporary but widely copied activity followed enthusiastically by large numbers of people. Most are short-lived novelties.

- a. fashion
- b. popular culture form
- c. fad
- d. collective behavior

ANSWER: c

REFERENCES: 62

LEARNING OBJECTIVE SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide ES: one example each.

TOPICS: Conceptual

NOTES: Pickup

115. Members of the upper classes must be trained to appreciate and participate in high culture. This knowledge, called \_\_\_\_\_, is symbolic of being upper class, and excludes members of lower classes.

- a. fashion
- b. cultural capital
- c. high culture
- d. cultural imperialism

ANSWER: b

REFERENCES: 62

LEARNING OBJECTIVE SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide ES: one example each.

TOPICS: Conceptual

NOTES: New

116. Current interest in Lady Gaga and the Kardashians is an example of a \_\_\_\_\_.

- a. personality fad
- b. object fad
- c. idea fad
- d. activity fad

ANSWER: a

REFERENCES: 63

LEARNING OBJECTIV SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide ES: one example each.

TOPICS: Applied

NOTES: New

117. A \_\_\_\_\_ is a currently valued style of behavior, thinking, or appearance that is longer lasting and more widespread than a fad.

- a. fashion
- b. novelty
- c. normative behavior
- d. collective behavior

ANSWER: a

REFERENCES: 63

LEARNING OBJECTIV SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide ES: one example each.

TOPICS: Conceptual

NOTES: Pickup

118. Until recently, only schoolchildren played soccer in the United States. Now, it has become a popular sport, perhaps in part because of immigrants from Latin America and other areas of the world where soccer is widely played. Soccer is an example of \_\_\_\_\_ in sports.

- a. a fad
- b. cultural relativism
- c. an object fad
- d. a fashion

ANSWER: d

REFERENCES: 63

LEARNING OBJECTIV SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide ES: one example each.

TOPICS: Applied

NOTES: Modified

119. Although some people see a globalized culture emerging, others fear that Western culture is dominating everywhere. This Westernization is a form of \_\_\_\_\_.

- a. cultural innovation
- b. cultural imperialism
- c. cultural relativism
- d. assimilation

*ANSWER:* b

*REFERENCES:* 63

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide one example each.

*TOPICS:* Applied

*NOTES:* New

120. Anthropologist Bronislaw Malinowski suggested that culture helps people meet their basic needs. Which of these is *not* one of the categories of needs identified by Malinowski?

- a. instrumental needs—law and education
- b. expressive needs—motivation and emotion
- c. biological needs—food and procreation
- d. integrative needs—religion and art

*ANSWER:* b

*REFERENCES:* 63

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-8 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodernist perspectives on society and culture.

*TOPICS:* Conceptual

*NOTES:* Modified

121. A strength of the \_\_\_\_\_ on culture is its focus on the needs of society and the fact that stability is essential for society's continued survival. A shortcoming is its overemphasis on harmony and cooperation.

- a. conflict perspective
- b. symbolic interactionist perspective
- c. postmodern perspective
- d. functionalist perspective

*ANSWER:* d

*REFERENCES:* 63

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-8 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodernist perspectives on society and culture.

*TOPICS:* Conceptual

*NOTES:* Pickup

122. \_\_\_\_\_ perspectives are based on the assumption that social life is a continuous struggle in which members of powerful groups seek to control scarce resources and to protect their position while excluding others.

- a. Postmodern
- b. Conflict
- c. Symbolic interactionist
- d. Functionalist

*ANSWER:* b

*REFERENCES:* 64

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-8 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodernist perspectives on society and culture.

*TOPICS:* Conceptual

*NOTES:* Pickup

123. From the \_\_\_\_\_ perspectives, people create, maintain, and modify culture as they go about their everyday activities, thereby continually negotiating their social realities.

- a. symbolic interactionist
- b. conflict
- c. functionalist
- d. postmodern

*ANSWER:* a

*REFERENCES:* 66

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-8 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodernist perspectives on society and culture.

*TOPICS:* Conceptual

*NOTES:* Modified

124. The \_\_\_\_\_ perspective emphasizes how people change culture through interaction with others; whereas the \_\_\_\_\_ perspective emphasizes that no single perspective can grasp or explain the complexity and diversity of the social world.

- a. symbolic interactionist / conflict
- b. conflict / functionalist
- c. functionalist / postmodern
- d. symbolic interactionist / postmodern

*ANSWER:* d

*REFERENCES:* 66

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-8 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodernist perspectives on society and culture.

*TOPICS:* Conceptual

*NOTES:* New

125. \_\_\_\_\_ theorists believe that much of what has been written about culture in the Western world is Eurocentric and, therefore, they argue we should speak of cultures rather than culture.

- a. Conflict
- b. Symbolic interactionist
- c. Functionalist
- d. Postmodernist

ANSWER: d

REFERENCES: 67

LEARNING OBJECTIVES: SIOT.KEND.16.2-8 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodernist perspectives on society and culture.

TOPICS: Conceptual

NOTES: Modified

### Subjective Short Answer

126. Define *culture*, and explain the difference between material and nonmaterial culture.

ANSWER: Culture is the knowledge, language, values, customs, and material objects that are passed from person to person and from one generation to the next in a human group or society. Material culture refers to the physical or tangible human creations, such as cars or clothing. Nonmaterial culture is the abstract or intangible creations such as values, norms, and beliefs.

REFERENCES: 43–46

OBJECTIVES:

LEARNING OBJECTIVE SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their daily life.

LEARNING OBJECTIVE SIOT.KEND.16.2-2 - Analyze material culture and nonmaterial cultures, and give examples of each.

OBJECTIVE

S:

TOPICS Conceptual

:

NOTES: New

127. Define the difference among instincts, reflexes, and drives.

ANSWER: An instinct is an unlearned, biologically determined behavior pattern common to all members of a species that predictably occurs whenever certain environmental conditions exist. Humans do not have instincts. A reflex is an unlearned, biologically determined involuntary response to some physical stimuli. Drives are unlearned, biologically determined impulses common to all members of a species that satisfy needs such as sleep, food, water, and sexual gratification. Reflexes and drives do not determine how people will behave in human societies.

REFERENCES: 44

OBJECTIVES:

LEARNING OBJECTIVE SIOT.KEND.16.2-1 - Define culture and explain why it is important in helping people in their daily life.

LEARNING OBJECTIVE

OBJECTIVE

S:

TOPICS Conceptual

:

NOTES: New

128. Discuss how culture may be both a stabilizing force and a source of conflict in societies.

*ANSWER* Culture can be an enormously stabilizing force for a society because it provides a sense of continuity as well as guidelines for behavior. However, culture can also be a force that generates discord, conflict, and even violence. Various cultural components create or help to sustain boundaries between groups of people.

*REFERE* 43-54

*NCES:*

*LEARNINSIOT.KEND.16.2-1* - Define culture and explain why it is important in helping people in their daily life.

*G OBJECSIOT.KEND.16.2-4* - Discuss how symbols and language reflect cultural values.

*TIVES:*

*TOPICS:* Conceptual

*NOTES:* New

129. Explain the Sapir-Whorf hypothesis and its implications for understanding human language.

*ANSWE* Anthropological linguists Edward Sapir and Benjamin Whorf suggested that language not only expresses our thoughts and perceptions but also influences our perception of reality. According to the Sapir-Whorf hypothesis, language shapes the view of reality of its speakers. The implication of the hypothesis is that language determines thought. If people are able to think only through language, then language must precede thought and will determine perception.

*REFER* 49

*ENCES:*

*LEARNI SIOT.KEND.16.2-4* - Discuss how symbols and language reflect cultural values.

*NG OBJ*

*ECTIVE*

*S:*

*TOPICS* Conceptual

*:*

*NOTES:* New

130. Define *values* and *norms*, emphasizing the difference and relationship between the two.

*ANSWER* Values are shared collective ideas or standards for what is considered good or bad, acceptable or unacceptable, right or wrong. Values are criteria used to evaluate people, events, and things. Norms are guidelines or established rules for behavior. They are influenced by values, but norms are not always consistent with professed values.

*REFERE* 54–55

*NCES:*

*LEARNI SIOT.KEND.16.2-4* - Discuss how symbols and language reflect cultural values.

*NG OBJ SIOT.KEND.16.2-5* - Explain the differences among folkways, mores, and laws, and provide at least one

*ECTIVE* example of each.

*S:*

*TOPICS:* Conceptual

*NOTES:* New

131. Contrast ideal culture and real culture and provide examples of each.

*ANSWE* Sociologists stress that a gap always exists between ideal culture and real culture in a society. Ideal culture refers to the values and standards of behavior that people in a society profess to hold. Real culture refers to the values and standards of behavior that people actually follow. For example, we may value honesty, yet tell lies under different circumstances. People may claim to be law-abiding, yet drive over the speed limit.

*REFER* 54

*ENCES:*

*LEARNI SIOT.KEND.16.2-4* - Discuss how symbols and language reflect cultural values.

*NG OBJ*

*ECTIVE*

*S:*

*TOPICS* Conceptual

:

*NOTES:* Modified

132. Explain the concept of cultural lag.

*ANSWER* All parts of culture do not change at the same pace; material culture changes more rapidly than nonmaterial culture, resulting in a gap between the two. Sociologist William Ogburn referred to this disparity as cultural lag—a gap between the technical development of a society and its moral and legal institutions.

*REFERE* 56–57

*NCES:*

*LEARNINSIOT.KEND.16.2-6* - Distinguish ways in which technological changes affect culture in a single nation and *G OBJEC* throughout the world.

*TIVES:*

*TOPICS:* Conceptual

*NOTES:* Modified

133. Define cultural diversity and contrast homogeneous societies with heterogeneous societies.

*ANSWE* Cultural diversity refers to the wide range of cultural differences found between and within nations. Cultural diversity between countries may be the result of natural or social circumstances. Some nations (such as Sweden) are referred to as homogeneous societies, meaning that they include people who share a common culture and who are typically from similar social, religious, political, and economic backgrounds. By contrast, other nations (such as the United States) are referred to as heterogeneous societies, meaning that they include people who are dissimilar in regard to social characteristics such as religion, income, or race/ethnicity.

*REFER* 57

*ENCES:*

*LEARNI SIOT.KEND.16.2-6* - Distinguish ways in which technological changes affect culture in a single nation and *NG OBJ* throughout the world.

*ECTIVE*

*S:*

*TOPICS* Conceptual

:

*NOTES:* Modified

134. Describe subcultures and countercultures and provide two examples of each.

*ANSWER* A subculture is a category of people who share distinguishing attributes, beliefs, values, and/or norms that set them apart in some significant manner from the dominant culture. Examples could include Native Americans, Muslims, music fans, and motorcycle enthusiasts. Some subcultures actively oppose the larger society. A counterculture is a group that strongly rejects dominant societal values and norms and seeks alternative lifestyles. Examples of countercultures include members of nonmainstream religious sects, or cults, and groups such as the Ku Klux Klan, militias, neo-Nazi skinheads, and the Nation of Islam that may engage in revolutionary political activities.

*REFER* 58–61

*ENCES:*

*LEARNI SIOT.KEND.16.2-6* - Distinguish ways in which technological changes affect culture in a single nation and *NG OBJ* throughout the world.

*ECTIVE SIOT.KEND.16.2-7* - Define culture shock, ethnocentrism, and cultural relativism, and provide one example *S:* each.

*TOPICS* Conceptual

:

*NOTES:* Modified

135. Define *culture shock*, *ethnocentrism*, and *cultural relativism*, and explain the relationship among these three concepts.

*ANSWER* Culture shock is the disorientation that people feel when they encounter cultures radically different from their own that leaves them unable to rely on previously taken-for-granted assumptions about life. Ethnocentrism is the term for the practice of evaluating other cultures according to our own cultural practices and beliefs. It is often based on the assumption that one's own way of life is superior to that of other people. Cultural relativism is the belief that the behaviors and customs of any culture must be viewed and analyzed by the culture's own standards. Ethnocentrism has positive aspects (e.g., patriotism) whereas cultural relativism may have negative consequences if taken to extremes (e.g., justification for violations of human rights).

*REFER* 60–62

*ENCES:*

*LEARNI SIOT.KEND.16.2-7* - Define culture shock, ethnocentrism, and cultural relativism, and provide one example *NG OBJ* each.

*ECTIVE*

*S:*

*TOPICS* Conceptual

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*NOTES:* Modified

136. Identify and compare the various forms of popular culture discussed in the text.

*ANSWER:* A fad is a temporary but widely copied activity followed enthusiastically by large numbers of people. Most fads are short-lived novelties. There are different types of fads: (1) object fads are items that people purchase despite the fact that they have little use or intrinsic value, such as trading cards or bracelets promoting social causes; (2) activity fads include pursuits such as body piercing and diet fads; (3) idea fads are ideological, such as New Age ideologies; and (4) personality fads are those surrounding celebrities like Kim Kardashian and Lady Gaga. A fashion is a currently valued style of behavior, thinking, or appearance that is longer lasting and more widespread than a fad. Examples of fashion are found in many areas, including child rearing, education, arts, clothing, music, and sports.

*REFER:* 63

*ENCES:*

*LEARNI SIOT.KEND.16.2-7* - Define culture shock, ethnocentrism, and cultural relativism, and provide one example *NG OBJ* each.

*ECTIVE*

*S:*

*TOPICS* Conceptual

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*NOTES:* Modified

137. Define the concept of cultural imperialism.

*ANSWER:* Cultural imperialism refers to the cultural domination or the extensive infusion of one nation's culture into other nations. It is often used in reference to concern about the spread of Western culture or Westernization.

*REFERENCE* 63

*S:*

*LEARNING OSIOT.KEND.16.2-7* - Define culture shock, ethnocentrism, and cultural relativism, and provide one *BJECTIVES:* example each.

*TOPICS:* Conceptual

*NOTES:* Modified

## **Essay**

138. Explain why culture for humans may be compared with instincts for other animals.

*ANSWER:* Will vary

*REFERENCES:* 44

*LEARNING OBJECTIVE SIOT.KEND.16.2-1* - Define culture and explain why it is important in helping people in their *S:* daily life.

*TOPICS:* Conceptual

*NOTES:* New

139. Discuss the concept of culture as "tool kit," and explain why this approach is important to understanding the human response to culture.

*ANSWER:* Will vary

*REFERENCES:* 44–45

*LEARNING OBJECTIVE SIOT.KEND.16.2-1* - Define culture and explain why it is important in helping people in their *S:* daily life.

*TOPICS:* Conceptual

*NOTES:* New

140. Describe the importance of language for identity, and the role of language in creating and sustaining boundaries between groups and social inequality.

*ANSWER:* Will vary

*REFERENCES:* 48–52

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-4 - Discuss how symbols and language reflect cultural values.

*TOPICS:* Conceptual

*NOTES:* New

141. Distinguish among folkways, mores, and taboos and describe them as informal or formal. Discuss the types of sanctions that each involves, and give examples.

*ANSWER:* Will vary

*REFERENCES:* 55–56

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-5 - Explain the differences among folkways, mores, and laws, and provide at least one example of each.

*TOPICS:* Conceptual

*NOTES:* New

142. Discuss cultural change and distinguish among discovery, invention, and diffusion as sources of cultural change. For each source of change, explain what it generally consists of and give an example.

*ANSWER:* Will vary

*REFERENCES:* 56–57

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-6 - Distinguish ways in which technological changes affect culture in a single nation and throughout the world.

*TOPICS:* Conceptual

*NOTES:* New

143. Distinguish between the concepts of high culture and popular culture, and explain why some argue that this distinction is disappearing. Discuss Bourdieu's concept of cultural capital as it relates to types of culture and social class.

*ANSWER:* Will vary

*REFERENCES:* 62–63

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-7 - Define culture shock, ethnocentrism, and cultural relativism, and provide one example each.

*TOPICS:* Conceptual

*NOTES:* New

144. Describe the functionalist, conflict theory, symbolic interactionist, and postmodern perspectives on culture, emphasizing the criticisms of each and the differences among them.

*ANSWER:* Will vary

*REFERENCES:* 63–67

*LEARNING OBJECTIVES:* SIOT.KEND.16.2-8 - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodernist perspectives on society and culture.

*TOPICS:* Conceptual

*NOTES:* New