Sociology A Down to Earth Approach 13th edition Henslin Test Bank

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Henslin, *Sociology*, 13th Edition, Test Bank

Chapter 2: Culture

Multiple-Choice Questions

TB_Q2.1.1
The language, beliefs, values, norms, and behaviors passed from one generation to the next make up a group's
a. identity.
b. ethnocentrism.
c. culture.
d. material culture.

Answer: c. culture.
Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.
Topic/Concept: What Is Culture?
Difficulty Level: Easy
Skill Level: Remember the Facts

TB_Q2.1.2
_____ would be part of material culture.
a. Hairstyles
b. Language
c. Beliefs
d. Values

Answer: a. Hairstyles
Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.
Topic/Concept: What Is Culture?
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.1.3
Nonmaterial culture refers to a group's
a. art.
b. weapons.
c. ways of thinking and doing.
d. eating utensils.

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Answer: c. ways of thinking and doing.
Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.
Topic/Concept: What Is Culture?
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.1.4
One thing that can be said about material culture is that
a. it is "natural."
b. it includes gestures.
c. it includes a people's language.
d. there is nothing "natural" about it.

Answer: d. there is nothing "natural" about it.
Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.
Topic/Concept: What Is Culture?
Difficulty Level: Difficult
Skill Level: Analyze It

TB_Q2.1.5
Who is ethnocentric?
a. Everyone
b. Westerners
c. Easterners
d. Older people

Answer: a. Everyone
Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.
Topic/Concept: What Is Culture?
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.1.6
To try to understand a culture on its own terms is called
a. ethnocentrism.
b. cultural relativism.
c. folklore.
d. cultural education.

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Answer: b. cultural relativism.
Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.
Topic/Concept: What Is Culture?
Difficulty Level: Easy
Skill Level: Remember the Facts

TB_Q2.1.7
Which of the following statements about cultural relativism is true?
a. It has not been criticized by social scientists.
b. Cultural relativism has come under attack because it can lead to acceptance of practices like genital cutting and wife beating.
c. Sociologists accept all cultures, without judgment.
d. Cultural relativism encourages cultural smugness.

Answer: b. Cultural relativism has come under attack because it can lead to acceptance of practices like genital cutting and wife beating.
Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.
Topic/Concept: What Is Culture?
Difficulty Level: Difficult
Skill Level: Analyze It

TB_Q2.1.8
After a fairly short plane ride from New York City, Irving found himself on a dusty road with goats, chickens, and motor scooters, rather than cars. Food, clothing, and carpets were being sold by street vendors, some of whom worked from a cloth spread on the ground, in no order that he could recognize. Irving was experiencing
a. ethnocentrism.
b. culture shock.
c. a step back into history.
d. contact with people who shared none of his values.

Answer: b. culture shock.
Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.
Topic/Concept: What Is Culture?
Difficulty Level: Moderate
Skill Level: Apply What You Know

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TB_Q2.2.9
Another term for nonmaterial culture that sociologists use is
a. material culture.
b. symbolic culture.
c. gestural culture.
d. culture shock.

Answer: b. symbolic culture.
Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.
Topic/Concept: Components of Symbolic Culture
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.2.10
An advantage of knowing a culture's gestures is
a. they are closely tied to the language.
b. that although most gestures are recognized as universal, there are occasional differences between cultures.
c. being able to communicate with simplicity.
d. that they will enable you to completely understand the culture.

Answer: c. being able to communicate with simplicity.
Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.
Topic/Concept: Components of Symbolic Culture
Difficulty Level: Difficult
Skill Level: Analyze It

TB_Q2.2.11
The main way people communicate is through
a. gestures.
b. intermarriage.
c. language.
d. artwork.

Answer: c. language.
Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.
Topic/Concept: Components of Symbolic Culture

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Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.2.12
The basis of culture is
a. customs.
b. heredity.
c. language.
d. sociology.

Answer: c. language.
Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.
Topic/Concept: Components of Symbolic Culture
Difficulty Level: Difficult
Skill Level: Analyze It

TB_Q2.2.13
The Sapir-Whorf hypothesis states that
a. languages are universal.
b. some languages, such as English, are superior to others.
c. perception and language are unrelated.
d. language has ways of looking at the world embedded within it.

Answer: d. language has ways of looking at the world embedded within it.
Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.
Topic/Concept: Components of Symbolic Culture
Difficulty Level: Difficult
Skill Level: Analyze It

TB_Q2.2.14
People's _____ are their ideas of what is desirable in life.
a. values
b. mores
c. taboos
d. folkways

Answer: a: values

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Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.
Topic/Concept: Components of Symbolic Culture
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.2.15
A term for rules of behavior is
a. culture.
b. norms.
c. moral holidays.
d. sanctions.

Answer: b. norms.
Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.
Topic/Concept: Components of Symbolic Culture
Difficulty Level: Easy
Skill Level: Remember the Facts

TB_Q2.2.16
When people break norms, they receive
a. positive sanctions.
b. a day in court.
c. negative sanctions.
d. hugs and kisses.

Answer: c. negative sanctions.
Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.
Topic/Concept: Components of Symbolic Culture
Difficulty Level: Moderate
Skill Level: Apply What You Know

TB_Q2.2.17
Paul loved to party at Mardi Gras, even if he was not involved in making a float or anything else. The atmosphere on the street was just so different, so easy. He had a great time. At such a(n) _____, the rules were loosened.
a. culture-free event

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b. police-free event
c. free-for-all
d. moral holiday

Answer: d. moral holiday
Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.
Topic/Concept: Components of Symbolic Culture
Difficulty Level: Moderate
Skill Level: Apply What You Know

TB_Q2.2.18
When someone is walking on the right side of the sidewalk, and you are walking faster and overtake them to their left, this is _____ in the United States.
a. a taboo
b. a more
c. illegal
d. a folkway

Answer: d. a folkway
Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.
Topic/Concept: Components of Symbolic Culture
Difficulty Level: Moderate
Skill Level: Apply What You Know

TB_Q2.2.19
If you kill another person, you have violated a society's
a. mores.
b. incidental values.
c. folkways.
d. ethnocentrism.

Answer: a. mores.
Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.
Topic/Concept: Components of Symbolic Culture
Difficulty Level: Moderate
Skill Level: Apply What You Know

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TB_Q2.2.20
Even just the thought of the violation of a _____ fills us with revulsion.
a. taboo
b. more
c. parking regulation
d. folkway

Answer: a. taboo
Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.
Topic/Concept: Components of Symbolic Culture
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.3.21
A world within the larger world of the dominant culture is a
a. superculture.
b. subculture.
c. counterculture.
d. microculture.

Answer: b. subculture.
Learning Objective: LO 2.3 Distinguish between subcultures and countercultures.
Topic/Concept: Many Cultural Worlds
Difficulty Level: Easy
Skill Level: Remember the Facts

TB_Q2.3.22
How many subcultures does U.S. society contain?
a. Five
b. Almost 90
c. Hundreds
d. Thousands

Answer: d. Thousands
Learning Objective: LO 2.3 Distinguish between subcultures and countercultures.
Topic/Concept: Many Cultural Worlds
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.3.23

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Some of the values and norms of a _____ place it at odds with the dominant culture.
a. subculture
b. core culture
c. counterculture
d. motorcycle group

Answer: c. counterculture
Learning Objective: LO 2.3 Distinguish between subcultures and countercultures.
Topic/Concept: Many Cultural Worlds
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.3.24
Harold got up early and cleaned and polished his motorcycle, while Fabienne packed a picnic lunch. Their destination was a park on a lake about 50 miles away, where they would meet some friends who also liked to ride motorcycles on weekends. They soon got underway, driving safely on the highway at the speed limit, enjoying the trip, while they listened to National Public Radio.

About halfway to their destination, Harold and Fabienne were overtaken by a speeding clump of about 10 motorcycles ridden by people with swastikas on the back of their jackets. Several of the group appeared to be completely nude under their jackets, which was legal in their state due to an anachronistic law that said you could not disrobe outdoors, but that did not address the situation where you were already disrobed when you arrived outdoors.

In all likelihood, Harold and Fabienne could be termed members of a motorcycle enthusiast _____ and the cyclists who passed them could be termed members of a motorcycle enthusiast _____.
a. culture; subculture
b. subculture; counterculture
c. subculture; culture
d. counterculture; subculture

Answer: b. subculture; counterculture
Learning Objective: LO 2.3 Distinguish between subcultures and countercultures.
Topic/Concept: Many Cultural Worlds
Difficulty Level: Moderate
Skill Level: Apply What You Know

TB_Q2.4.25
A society made up of many different groups is called a(n)
a. pluralistic society.
b. fragmented society.

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c. anachronous society.
d. ungovernable aggravation.

Answer: a. pluralistic society.
Learning Objective: LO 2.4 Discuss the major U.S. values and explain how value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.
Topic/Concept: Values in U.S. Society
Difficulty Level: Easy
Skill Level: Remember the Facts

TB_Q2.4.26
Sociologists call values that are shared by most of the groups in a society
a. core values.
b. taboos.
c. habitual values.
d. universal values.

Answer: a. core values.
Learning Objective: LO 2.4 Discuss the major U.S. values and explain how value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.
Topic/Concept: Values in U.S. Society
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.4.27
The core value of education has
a. been easily pursued in the United States, because college is free.
b. changed over the years, until today a college education is considered an appropriate goal for most Americans.
c. not been held by most Americans.
d. changed over the years, until today a college education is considered an appropriate goal only for a small number of Americans.

Answer: b. changed over the years, until today a college education is considered an appropriate goal for most Americans.
Learning Objective: LO 2.4 Discuss the major U.S. values and explain how value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.
Topic/Concept: Values in U.S. Society
Difficulty Level: Difficult
Skill Level: Analyze It

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TB_Q2.4.28
Most Americans feel that the only proper basis for marriage is
a. parental approval.
b. economics.
c. mutual respect.
d. romantic love.

Answer: d. romantic love.
Learning Objective: LO 2.4 Discuss the major U.S. values and explain how value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.
Topic/Concept: Values in U.S. Society
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.4.29
"In God We Trust" appears on American money. This reflects the core value of
a. group superiority.
b. religiosity.
c. education.
d. freedom.

Answer: b. religiosity.
Learning Objective: LO 2.4 Discuss the major U.S. values and explain how value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.
Topic/Concept: Values in U.S. Society
Difficulty Level: Moderate
Skill Level: Apply What You Know

TB_Q2.4.30
Education, hard work, material comfort, and individualism can be said to be bound up in
a. a confused approach to life.
b. a value contradiction.
c. a value cluster that surrounds success.
d. the value of democracy.

Answer: c. a value cluster that surrounds success.

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Learning Objective: LO 2.4 Discuss the major U.S. values and explain how value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.
Topic/Concept: Values in U.S. Society
Difficulty Level: Difficult
Skill Level: Apply What You Know

TB_Q2.4.31
A _____ exists between the value of group superiority and the values of freedom, democracy, and equality.
a. continuity
b. folkway
c. taboo
d. value contradiction

Answer: d. value contradiction
Learning Objective: LO 2.4 Discuss the major U.S. values and explain how value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.
Topic/Concept: Values in U.S. Society
Difficulty Level: Difficult
Skill Level: Analyze It

TB_Q2.4.32
Which statement about the origin of values is true?
a. Essentially, values “just happen.”
b. Values are unrelated to conditions of society.
c. Values are related to conditions of society.
d. Individuals invent their own values.

Answer: c. Values are related to conditions of society.
Learning Objective: LO 2.4 Discuss the major U.S. values and explain how value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.
Topic/Concept: Values in U.S. Society
Difficulty Level: Difficult
Skill Level: Analyze It

TB_Q2.4.33
Values are like lenses through which we see the world
a. not at all.
b. as it ought to be.

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c. with great clarity.
d. like it is.

Answer: b. as it ought to be.
Learning Objective: LO 2.4 Discuss the major U.S. values and explain how value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.
Topic/Concept: Values in U.S. Society
Difficulty Level: Moderate
Skill Level: Apply What You Know

TB_Q2.4.34
The _____ culture refers to the values, norms, and goals that a group considers worth aiming for.
a. real
b. concrete
c. ideal
d. fantasy

Answer: c. ideal
Learning Objective: LO 2.4 Discuss the major U.S. values and explain how value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.
Topic/Concept: Values in U.S. Society
Difficulty Level: Easy
Skill Level: Remember the Facts

TB_Q2.4.35
The human potential movement reflects the emerging _____ value.
a. self-fulfillment
b. aging population
c. leisure
d. acceptance

Answer: a. self-fulfillment
Learning Objective: LO 2.4 Discuss the major U.S. values and explain how value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.
Topic/Concept: Values in U.S. Society
Difficulty Level: Moderate
Skill Level: Understand the Concepts

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TB_Q2.4.36
The term real culture refers to
a. the norms and values that people aspire to follow.
b. historical culture.
c. universal culture.
d. the norms and values that people actually follow.

Answer: d. the norms and values that people actually follow.
Learning Objective: LO 2.4 Discuss the major U.S. values and explain how value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.
Topic/Concept: Values in U.S. Society
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.5.37
_____ places an emphasis on the influence of genes on human behavior.
a. Genetics-informed sociology
b. Classical sociology
c. Conflict theory
d. Sociologically informed genetics

Answer: a. Genetics-informed sociology
Learning Objective: LO 2.5 Take a position on the issue of the existence of cultural universals and contrast sociobiology and sociology.
Topic/Concept: Cultural Universals
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.5.38
Which statement about incest is true?
a. No society permits generalized incest for its members.
b. All societies agree on what incest is.
c. The marriage of brothers and sisters is forbidden by all societies.
d. The marriage of fathers and daughters is forbidden by all societies.

Answer: a. No society permits generalized incest for its members.
Learning Objective: LO 2.5 Take a position on the issue of the existence of cultural universals and contrast sociobiology and sociology.
Topic/Concept: Cultural Universals
Difficulty Level: Difficult
Skill Level: Analyze It

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TB_Q2.5.39
_____ said that sociobiology will eventually absorb sociology.
a. Charles Darwin
b. Edward Wilson
c. William Ogburn
d. Benjamin Whorf

Answer: b. Edward Wilson
Learning Objective: LO 2.5 Take a position on the issue of the existence of cultural universals and contrast sociobiology and sociology.
Topic/Concept: Cultural Universals
Difficulty Level: Moderate
Skill Level: Remember the Facts

TB_Q2.5.40
Sociobiologists believe that
a. biology is a basic cause of human behavior.
b. the key to human behavior is culture.
c. as a result of natural selection, biology no longer plays a role in human behavior.
d. the key to human behavior is religion.

Answer: a. biology is a basic cause of human behavior.
Learning Objective: LO 2.5 Take a position on the issue of the existence of cultural universals and contrast sociobiology and sociology.
Topic/Concept: Cultural Universals
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.5.41
_____ refer(s) to values, norms, or other cultural traits found everywhere.
a. Cultural universals
b. Global culture
c. Natural selection
d. Folkways

Answer: a. Cultural universals
Learning Objective: LO 2.5 Take a position on the issue of the existence of cultural universals and contrast sociobiology and sociology.
Topic/Concept: Cultural Universals
Difficulty Level: Easy
Skill Level: Remember the Facts

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TB_Q2.6.42
Technology can be equated with
a. culture.
b. history.
c. tools.
d. sociology.

Answer: c. tools.
Learning Objective: LO 2.6 Explain how technology changes culture and what cultural lag and cultural leveling are.
Topic/Concept: Technology in the Global Village
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.6.43
The term new technology refers to
a. anything invented in the last five years.
b. an emerging technology that has a significant impact on social life.
c. 21st century technology.
d. an established technology that changed the course of history.

Answer: b. an emerging technology that has a significant impact on social life.
Learning Objective: LO 2.6 Explain how technology changes culture and what cultural lag and cultural leveling are.
Topic/Concept: Technology in the Global Village
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.6.44
Cultural diffusion is a
a. group of people adopting things they find desirable from another culture.
b. one-way “street” from the West to other parts of the world.
c. change in “thinking” but not “doing.”
d. distraction from technology.

Answer: a. a group of people adopting things they find desirable from another culture.
Learning Objective: LO 2.6 Explain how technology changes culture and what cultural lag and cultural leveling are.
Topic/Concept: Technology in the Global Village
Difficulty Level: Difficult

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Skill Level: Analyze It

TB_Q2.6.45
_____ refers to one part of a culture changing while other parts remain behind.
a. Cultural reluctance
b. Culture lag
c. Ethnocentrism
d. Culture shock

Answer: b. Culture lag
Learning Objective: LO 2.6 Explain how technology changes culture and what cultural lag and cultural leveling are.
Topic/Concept: Technology in the Global Village
Difficulty Level: Easy
Skill Level: Remember the Facts

TB_Q2.6.46
When there is culture change, a group's _____ usually changes first.
a. material culture
b. sociobiology
c. nonmaterial culture
d. counterculture

Answer: a. material culture
Learning Objective: LO 2.6 Explain how technology changes culture and what cultural lag and cultural leveling are.
Topic/Concept: Technology in the Global Village
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.6.47
How is our nine-month school year a living example of a culture lag?
a. Material culture never caught up with nonmaterial culture.
b. The length of the school year was determined by the farming culture of the late 1800s.
c. The school year was not lengthened to nine months until the mid-1900s.
d. The length of the school year was based on one-room schools, which have all but vanished.

Answer: b. The length of the school year was determined by the farming culture of the late 1800s.

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Learning Objective: LO 2.6 Explain how technology changes culture and what cultural lag and cultural leveling are.
Topic/Concept: Technology in the Global Village
Difficulty Level: Moderate
Skill Level: Apply What You Know

TB_Q2.6.48
What is smart clothing?
a. Science fiction
b. Fashionable clothing
c. Clothing incorporating invisible computing items
d. An extension of Google Glass

Answer: c. Clothing incorporating invisible computing items
Learning Objective: LO 2.6 Explain how technology changes culture and what cultural lag and cultural leveling are.
Topic/Concept: Technology in the Global Village
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.6.49
In cultural leveling
a. cultures become more and more dissimilar to one another.
b. the least advanced culture dominates.
c. culture is leveled or destroyed, as in a blast.
d. cultures become more and more similar to one another.

Answer: d. cultures become more and more similar to one another.
Learning Objective: LO 2.6 Explain how technology changes culture and what cultural lag and cultural leveling are.
Topic/Concept: Technology in the Global Village
Difficulty Level: Moderate
Skill Level: Understand the Concepts

TB_Q2.6.50
It would be fair to say that in the cultural leveling process taking place today
a. traditional cultures have all but disappeared.
b. something vital is lost forever.
c. sociobiology is at work.
d. we are producing a more distinctive, less bland way of life.

Answer: b. something vital is lost forever.

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Learning Objective: LO 2.6 Explain how technology changes culture and what cultural lag and cultural leveling are.
Topic/Concept: Technology in the Global Village
Difficulty Level: Difficult
Skill Level: Analyze It

Essay Questions

TB_Q2.1.51: What are the positive and negative sides of ethnocentrism?

Feedback: Positive—Ethnocentrism creates in-group loyalties. Negative—Ethnocentrism can lead to discrimination against people whose ways differ from our own.
Learning Objective: LO 2.1 Explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.
Topic/Concept: What Is Culture?
Difficulty Level: Difficult
Skill Level: Analyze It

TB_Q2.2.52: Give at least three effects of language on human life.

Feedback: Any three of these five effects: Language allows human experience to be cumulative. It provides a social or shared past. It provides a social or shared future. It allows shared perspectives. It allows shared, goal-directed behavior.
Learning Objective: LO 2.2 Know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis.
Topic/Concept: Components of Symbolic Culture
Difficulty Level: Difficult
Skill Level: Analyze It

TB_Q2.4.53: List at least five core values of U.S. society.

Feedback: Any five: achievement and success; individualism; hard work; efficiency and practicality; science and technology; material comfort; freedom; democracy; equality; group superiority; education; religiosity; romantic love.
Learning Objective: LO 2.4 Discuss the major U.S. values and explain how value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.
Topic/Concept: Values in U.S. Society

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Difficulty Level: Difficult
Skill Level: Analyze It

TB_Q2.4.54: Identify the five interrelated core values that are emerging as a value cluster in the United States today.

Feedback: The five interrelated core values emerging in the United States today are leisure, self-fulfillment, physical fitness, youthfulness, and concern for the environment.
Learning Objective: LO 2.4 Discuss the major U.S. values and explain how value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture.
Topic/Concept: Values in U.S. Society
Difficulty Level: Difficult
Skill Level: Analyze It

TB_Q2.6.55: What is the sociological significance of technology?

Feedback: Technology sets the framework for a group's nonmaterial culture. It influences how people think and how people relate to one another. An example is in gender relations, where the tradition of men dominating women is being challenged.
Learning Objective: LO 2.6 Explain how technology changes culture and what cultural lag and cultural leveling are.
Topic/Concept: Technology in the Global Village
Difficulty Level: Difficult
Skill Level: Analyze It

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