Sociology Now 3rd edition Kimmel Test Bank

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Multiple Choice Questions

2.1 Thinking about Culture and Media Sociologically

1) What is material culture?
A) a culture characterized by desire for consumer goods
B) the physical objects and space people use to define their culture and what they use to make them
C) subculture based around fashionable clothing
D) the ideas, values, and beliefs that people develop and share

Answer: B
Learning Objective: 2.1.1 Illustrate culture and cultural elements using media as an example.
Topic: Culture and Media
Difficulty Level: Easy
Skill Level: Remember the Facts

2) What is mass media?
A) ways to communicate with vast numbers of people at the same time
B) ways that we communicate with each other, from voice to gestures
C) only those forms of communication that are distributed electronically
D) only those forms of communication that are distributed in print

Answer: A
Learning Objective: 2.1.1 Illustrate culture and cultural elements using media as an example.
Topic: Culture and Media
Difficulty Level: Easy
Skill Level: Remember the Facts

3) If you were to assume that Dr. Wolfram's findings about his media footprint over time could be applied to the whole of society, you could say that society has changed from the 1990s until today in which way?
A) Music has become a much larger part of everyday life.
B) We have withdrawn from the use of digital technologies in order to experience life more.
C) Our television consumption first grew and then shrank.
D) Our email use has vastly increased and become more consistent.

Answer: D
Learning Objective: 2.1.1 Illustrate culture and cultural elements using media as an example.
Topic: Culture and Media
Difficulty Level: Difficult
Skill Level: Analyze It

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4) The text describes how the beliefs that the Yanomamo people in Brazil and the Tasaday tribe in the Philippines hold about human nature relate to how people are raised in a society. What is relationship of these beliefs to people's upbringing?
A) While both cultures hold beliefs that people are violent and aggressive, their participants are raised to be extraordinarily peaceful.
B) While both cultures hold beliefs that people are generally peaceful, both cultures raise their members to be aggressive and violent.
C) While the Yanomamo generally believe people are aggressive and the Tasaday generally believe people are peaceful, there are no recognizable trends in how people are raised in these societies.
D) The Yanomamo generally believe people are aggressive and the Tasaday generally believe people are peaceful, and the people in these cultures are raised to behave in accordance with these cultural beliefs.

Answer: D
Learning Objective: 2.1.1 Illustrate culture and cultural elements using media as an example.
Topic: Culture and Media
Difficulty Level: Difficult
Skill Level: Remember the Facts

5) What relationship does the text describe between inequality and identity creation through media?
A) People whose identities are not privileged have a harder time creating a positive identity due to a lack of media illustrating the success of people like them.
B) Although social inequalities exist, the exclusion of certain people from media representation has no real effect on their identities.
C) People with privileged identities have a harder time creating positive identities because they are criticized in the media.
D) Although social inequalities exist, they are not reflected in media, because there are no differences in the frequency with which various groups are represented in media.

Answer: A
Learning Objective: 2.1.2 Recognize how each of the five elements of the iSoc model can be used to examine culture and media sociologically.
Topic: iSoc: Culture and Media
Difficulty Level: Moderate
Skill Level: Understand the Concepts

6) Which statement accurately describes trends in mass media organizations and the purview of regulatory institutions charged with overseeing their content and accuracy over time?
A) Mass media institutions have become smaller and more decentralized, and so has the purview of regulatory institutions.
B) Mass media institutions have become larger and more powerful, and so has the purview of regulatory institutions.
C) Mass media institutions have become larger and more powerful, while the purview of regulatory institutions has shrunk.

D) The purview of regulatory institutions has been expanded, which has caused mass media institutions to shrink.

Answer: C
Learning Objective: 2.1.2 Recognize how each of the five elements of the iSoc model can be used to examine culture and media sociologically.
Topic: iSoc: Culture and Media
Difficulty Level: Moderate
Skill Level: Remember the Facts

7) Which accurately describes recent trends in how we are interacting with media?
A) All of our interactions increasingly take place through media, from paying bills to shopping to interacting with professors.
B) People are increasingly ignoring media, preferring to experience the world directly.
C) Although media technologies have changed dramatically, they have not changed how we interact.
D) Many of our interactions now occur through media, but social interaction still mostly takes place face to face.

Answer: A
Learning Objective: 2.1.2 Recognize how each of the five elements of the iSoc model can be used to examine culture and media sociologically.
Topic: iSoc: Culture and Media
Difficulty Level: Moderate
Skill Level: Remember the Facts

8) What is culture shock?
A) a sudden shift in cultural values due to a political transition
B) the use of highly controversial content in media, such as gruesome imagery
C) a feeling of disorientation when the cultural markers we rely on to help us know where we are and how to act have suddenly changed
D) a sudden immersion in a cultural text over a short period, such as binge-watching a television show online

Answer: C
Learning Objective: 2.1.3 Explain how ethnocentrism and cultural relativism lead to different understandings of cultural diversity.
Topic: Culture and Identity: Diversity and Universality
Difficulty Level: Easy
Skill Level: Remember the Facts

9) Are sociologists more likely to advocate cultural relativism or ethnocentrism, and why?
A) ethnocentrism, because it argues that some cultures are relatively superior to others, as research suggests
B) neither, as there has not been enough research for most sociologists to take a position between the two

C) neither; sociologists are more likely to advocate a position of culture shock
D) cultural relativism, because each culture organizes its activities from the unique perspective of its own members, and therefore one culture should not stand in judgment of another

Answer: D
Learning Objective: 2.1.3 Explain how ethnocentrism and cultural relativism lead to different understandings of cultural diversity.
Topic: Culture and Identity: Diversity and Universality
Difficulty Level: Moderate
Skill Level: Understand the Concepts

10) What are some examples of cultural universals?
A) In all cultures, women are expected to dress modestly.
B) In all cultures, human nature is thought of as violent and aggressive.
C) All cultures have language, kinship, and educational systems.
D) All cultures support universal human rights.

Answer: C
Learning Objective: 2.1.3 Explain how ethnocentrism and cultural relativism lead to different understandings of cultural diversity.
Topic: Culture and Identity: Diversity and Universality
Difficulty Level: Moderate
Skill Level: Remember the Facts

11) What makes a subculture different from a counterculture?
A) Subculture is more extreme than counterculture.
B) Subculture has been co-opted by the mainstream, while counterculture has not.
C) Subcultures are defined by difference from the dominant culture, while countercultures are defined by opposition to it.
D) Countercultures display their opposition to society publicly, while membership in subcultures is secretive.

Answer: C
Learning Objective: 2.1.4 Differentiate between subcultures and countercultures.
Topic: Identity and Inequality: Subcultures and Countercultures
Difficulty Level: Easy
Skill Level: Understand the Concepts

12) Where do countercultures fall on the political spectrum?
A) leftist—they define themselves in opposition to conservative politics
B) center—they define themselves as surpassing the false divides of mainstream society
C) right wing—they define themselves in opposition to liberalism and leftism
D) varied—there are countercultures across the range of political possibility

Answer: D
Learning Objective: 2.1.4 Differentiate between subcultures and countercultures.
Topic: Identity and Inequality: Subcultures and Countercultures
Difficulty Level: Easy
Skill Level: Remember the Facts

13) How is it that countercultures are likely to demand more conformity than subcultures?
A) Countercultures require obedience to a charismatic leader.
B) Countercultures require opposition to the mainstream, while subcultures may allow members to be part of the mainstream as well.
C) Countercultures tend to be about following well-established and time-honored traditions.
D) Subcultures are about rebellion while countercultures are about group cohesion.

Answer: B
Learning Objective: 2.1.4 Differentiate between subcultures and countercultures.
Topic: Identity and Inequality: Subcultures and Countercultures
Difficulty Level: Moderate
Skill Level: Understand the Concepts

2.2 Culture in Interactions

14) Which of the following is one of the six basic elements that all cultures share?
A) symbols
B) calligraphy
C) birthday celebrations
D) identity cards

Answer: A
Learning Objective: 2.2.1 Explain what symbols are and how sociologists understand them as pieces of culture that simultaneously unite and divide.
Topic: Material Culture and Symbols
Difficulty Level: Easy
Skill Level: Remember the Facts

15) What do people's attitudes toward the removal of the Confederate flag from the South Carolina statehouse tell us about symbols?
A) They bring people from diverse backgrounds together in unity.
B) They do not have much importance in people's lives anymore.
C) While people have different feelings about them, they always have the same meaning.
D) Their meaning is deeply tied to identity and they can unite or divide.

Answer: D
Learning Objective: 2.2.1 Explain what symbols are and how sociologists understand them as pieces of culture that simultaneously unite and divide.
Topic: Material Culture and Symbols
Difficulty Level: Moderate

Skill Level: Apply What You Know

16) Which definition accurately describes symbols?
A) secret markings, hidden except to those aware of them
B) abstract shapes with no clear meaning to anyone
C) ancient forms of writing, no longer widely used
D) anything that carries additional meaning beyond itself to those who share the culture

Answer: D
Learning Objective: 2.2.1 Explain what symbols are and how sociologists understand them as pieces of culture that simultaneously unite and divide.
Topic: Material Culture and Symbols
Difficulty Level: Easy
Skill Level: Remember the Facts

17) How does language relate to symbols?
A) Language is an organized set of symbols by which we are able to think and communicate with others.
B) Language brings people together while symbols divide people.
C) Language has a different meaning depending on who hears it, while symbols always carry the same meaning.
D) Symbols can be used to support or oppose society, while language is not so flexible.

Answer: A
Learning Objective: 2.2.2 Describe the ways that language shapes the ways we understand ourselves and the societies in which we live.
Topic: Language
Difficulty Level: Easy
Skill Level: Understand the Concepts

18) What is indicated by the fact that there are cultural battles over the use of words like *he* as a generic term for people?
A) Language has no political meanings; it is a neutral tool.
B) Language by definition supports a male-dominated social order.
C) Language is political and is a field in which contests over power take place.
D) Linguistics is a highly competitive field of study.

Answer: C
Learning Objective: 2.2.2 Describe the ways that language shapes the ways we understand ourselves and the societies in which we live.
Topic: Language
Difficulty Level: Moderate
Skill Level: Apply What You Know

19) What is the Sapir-Whorf hypothesis?
A) the idea that symbols and language should be mobilized in warfare
B) a theory that language shapes our reality
C) the proposed idea that all languages share one common root
D) the theory that language is determined entirely by state power

Answer: B
Learning Objective: 2.2.2 Describe the ways that language shapes the ways we understand ourselves and the societies in which we live.
Topic: Language
Difficulty Level: Moderate
Skill Level: Remember the Facts

20) Which kinds of cultures practice rituals?
A) tribal, nonindustrial cultures
B) highly religious cultures
C) all cultures
D) subcultures

Answer: C
Learning Objective: 2.2.3 Differentiate among rituals, norms, and values, and identify the ways they are socially enforced.
Topic: Rituals, Norms, and Values
Difficulty Level: Easy
Skill Level: Remember the Facts

21) How do norms differ from values?
A) Norms tell people how to behave, while values tell them why.
B) Values tell people how to behave, while norms tell them why.
C) Norms are present in every culture while values are only in some.
D) Values are much more common than norms are.

Answer: A
Learning Objective: 2.2.3 Differentiate among rituals, norms, and values, and identify the ways they are socially enforced.
Topic: Rituals, Norms, and Values
Difficulty Level: Moderate
Skill Level: Understand the Concepts

22) For dedicated students, what do behaviors such as going to class, studying, and completing assignments exemplify?
A) values
B) symbols
C) mores
D) norms

Answer: D
Learning Objective: 2.2.3 Differentiate among rituals, norms, and values, and identify the ways they are socially enforced.
Topic: Rituals, Norms, and Values
Difficulty Level: Moderate
Skill Level: Remember the Facts

23) Theodore Caplow interviewed people about their Christmas gift-giving practices and found several common rules that were extremely consistently followed. What did he propose caused people to follow them?
A) There would be harsh punishment for breaking the rules.
B) The rules were clearly written down in a family guidebook.
C) Gift exchange is a common language understood by all the participants.
D) There would be no benefit to breaking the rules.

Answer: C
Learning Objective: 2.2.3 Differentiate among rituals, norms, and values, and identify the ways they are socially enforced.
Topic: Rituals, Norms, and Values
Difficulty Level: Moderate
Skill Level: Remember the Facts

24) Which of these is an example of a more in the United States?
A) Murder is illegal.
B) Be kind to children, animals, and the elderly.
C) Eat eggs with ketchup.
D) Drive at or below the speed limit.

Answer: B
Learning Objective: 2.2.4 Distinguish among folkways, mores, and laws, and recognize societal values as subject to change and disagreement.
Topic: Types of Norms and Values
Difficulty Level: Moderate
Skill Level: Apply What You Know

25) How does a law differ from a norm?
A) Laws are norms that are written down.
B) Laws are the strongest norms.
C) Only laws can restrict our activities.
D) Only norms can be punished by agents of the state.

Answer: A
Learning Objective: 2.2.4 Distinguish among folkways, mores, and laws, and recognize societal values as subject to change and disagreement.
Topic: Types of Norms and Values
Difficulty Level: Easy

Skill Level: Understand the Concepts

26) How do folkways differ from mores?
A) Folkways are much more serious than mores.
B) Mores are written down and folkways are ritualized.
C) Folkways are relatively informal and weak, while mores are based on strong values.
D) Folkways are mores that have been turned into law.

Answer: C
Learning Objective: 2.2.4 Distinguish among folkways, mores, and laws, and recognize societal values as subject to change and disagreement.
Topic: Types of Norms and Values
Difficulty Level: Easy
Skill Level: Understand the Concepts

2.3 Cultural Institutions and the Institutionalization of Culture

27) Imagine that you read about a country where newspapers reach a very low percentage of the population. What could you assume about this country based on this information alone?
A) The Internet is widely available there.
B) The country is relatively poor.
C) Most people get their news from television in this country.
D) The country is relatively rich.

Answer: B
Learning Objective: 2.3.1 Describe the primary components of contemporary mass media and how they have been subject to cultural change.
Topic: Cultural Institutions: The Mass Media
Difficulty Level: Difficult
Skill Level: Analyze It

28) Which description accurately characterizes the Internet as a form of mass media?
A) It is both a source of increased isolation and a new form of community and social interaction.
B) Thanks to the spread of technology, it is now accessible to everyone.
C) In poor countries, it is most widely available to the working classes.
D) Compared with other countries, the United States has the highest percentage of population using the Internet.

Answer: A
Learning Objective: 2.3.1 Describe the primary components of contemporary mass media and how they have been subject to cultural change.
Topic: Cultural Institutions: The Mass Media
Difficulty Level: Difficult
Skill Level: Understand the Concepts

29) Popular culture is characterized by its appeal to _____.
A) upper-class elites
B) cultural universals
C) middle and working classes
D) countercultures

Answer: C
Learning Objective: 2.3.2 Differentiate between high and popular culture and how they relate to cultural capital.
Topic: High Culture and Popular Culture
Difficulty Level: Easy
Skill Level: Remember the Facts

30) What characterizes the cultural shift in how Shakespeare's plays are regarded?
A) They were originally performed for small elite audiences but are now more popular with working-class people.
B) They were originally very modest and understated, but are now associated with graphic violence.
C) They were originally created for performance before mass audiences, but are now more associated with high culture.
D) Shakespeare's plays have always been reserved for elites with discerning tastes.

Answer: C
Learning Objective: 2.3.2 Differentiate between high and popular culture and how they relate to cultural capital.
Topic: High Culture and Popular Culture
Difficulty Level: Moderate
Skill Level: Remember the Facts

31) Familiarity with _____ would be most likely to give a person greater cultural capital amongst connoisseurs of professional opera.
A) high culture
B) popular culture
C) cultural universals
D) popular music

Answer: A
Learning Objective: 2.3.2 Differentiate between high and popular culture and how they relate to cultural capital.
Topic: High Culture and Popular Culture
Difficulty Level: Moderate
Skill Level: Apply What You Know

32) Hula Hoops, “the twist,” popular mobile phone games, and Internet memes are examples of _____.
A) high culture
B) norms
C) values
D) fads

Answer: D
Learning Objective: 2.3.3 Understand fads and fashions, how they emerge, and how they are a part of our cultural tool kits.
Topic: The Politics of Popular Culture
Difficulty Level: Easy
Skill Level: Remember the Facts

33) Which of the following is an example of a fashion?
A) the opera
B) pet rocks
C) tattooing
D) Internet memes

Answer: C
Learning Objective: 2.3.3 Understand fads and fashions, how they emerge, and how they are a part of our cultural tool kits.
Topic: The Politics of Popular Culture
Difficulty Level: Easy
Skill Level: Remember the Facts

34) Tattoos, attending punk concerts, and learning to play guitar might fit into a person’s cultural toolkit because the person _____.
A) would be better able to navigate spaces of high culture
B) could use those behaviors to spy on an outsider culture
C) would have more access to cultural universals
D) could use these fashions, fads, and actions to construct his or her cultural identity

Answer: D
Learning Objective: 2.3.3 Understand fads and fashions, how they emerge, and how they are a part of our cultural tool kits.
Topic: The Politics of Popular Culture
Difficulty Level: Difficult
Skill Level: Analyze It

35) The deliberate imposition of a country's culture on another country is called cultural _____.
A) imperialism
B) relativism
C) pluralism

D) diversity

Answer: A
Learning Objective: 2.3.4 Explain the movement of culture around the world and the process by which some cultures are situated as more dominant than others as a result of this movement.
Topic: The Globalization of Popular Culture
Difficulty Level: Easy
Skill Level: Remember the Facts

36) What concept is represented by the popularity of hip hop in South Korea?
A) the way cultural expressions of resistance from marginalized communities can spread around the world
B) the way the tastes of the privileged and powerful are dominant everywhere
C) mass immigration from poor communities in the United States to Korea
D) the way cultural forms tend to remain isolated in the communities from which they emerge

Answer: A
Learning Objective: 2.3.4 Explain the movement of culture around the world and the process by which some cultures are situated as more dominant than others as a result of this movement.
Topic: The Globalization of Popular Culture
Difficulty Level: Difficult
Skill Level: Analyze It

37) Why are some practices of cultural export, such as the global spread of Coca Cola, labeled imperialist?
A) They are forced on their populations by authoritarian governments.
B) They are very unpopular, but they are present anyway.
C) The profits from sales return to U.S. corporations, and U.S. ideas maintain a dominant position.
D) They have been spread by U.S. military operations.

Answer: C
Learning Objective: 2.3.4 Explain the movement of culture around the world and the process by which some cultures are situated as more dominant than others as a result of this movement.
Topic: The Globalization of Popular Culture
Difficulty Level: Moderate
Skill Level: Apply What You Know

2.4 Continuity and Change in Culture and Media

38) Older generations' resistance to new sexual practices amongst younger people illustrates the concept of _____.
A) culture lag
B) cultural imperialism
C) culture wars
D) cultural diffusion

Answer: C
Learning Objective: 2.4.1 Summarize the ways that cultural change occurs and is resisted.
Topic: Cultural Change
Difficulty Level: Moderate
Skill Level: Apply What You Know

39) Which statement accurately describes the ways culture changes?
A) Culture does not change except by forceful conquest.
B) Culture changes rapidly and evenly across all of society.
C) Technological change is generally preceded by careful cultural preparation.
D) Culture is always changing, but unevenly, in different ways and different places.

Answer: D
Learning Objective: 2.4.1 Summarize the ways that cultural change occurs and is resisted.
Topic: Cultural Change
Difficulty Level: Moderate
Skill Level: Understand the Concepts

40) What is culture lag?
A) the gradual process of cultural "catching up" with material cultural change
B) the ways less culturally progressive societies lag behind more advanced ones
C) the ways older generations are slow to adapt to cultural innovations of the young
D) the long period it takes for culture to diffuse from one country to another

Answer: A
Learning Objective: 2.4.1 Summarize the ways that cultural change occurs and is resisted.
Topic: Cultural Change
Difficulty Level: Moderate
Skill Level: Remember the Facts

Essay Questions

2.1 Thinking about Culture and Media Sociologically

1) Explain the perspective of ethnocentrism. What problem can an ethnocentric perspective lead to? Identify and explain the perspective that is preferred in sociology instead of ethnocentrism.

The ideal answer should include:
1. Ethnocentrism refers to the belief that one's culture is superior to the culture(s) of others.
2. Ethnocentrism is a biased perspective in which other cultures are condemned.
3. Ethnocentrism could include a sense of superiority or forceful imposition of cultural values on another society.
4. Cultural relativism, the perspective that all cultures are equally valid in the experience of their own members, is preferred because sociologists can be open-minded about the beliefs and practices of other cultures.

Learning Objective: 2.1.3 Explain how ethnocentrism and cultural relativism lead to different understandings of cultural diversity.
Topic: Culture and Identity: Diversity and Universality
Difficulty Level: Moderate
Skill Level: Understand the Concepts

2) Explain how the 1960s "hippie" cultural phenomenon could be viewed as a counterculture, and how this contrasts with subculture. Explain how and why counterculture can be co-opted and stripped of countercultural elements.

The ideal answer should include:
1. The hippie movement saw itself as being in opposition to mainstream values, including materialism, the Vietnam War, proscriptions against drug use, support for free love, and so on.
2. This contrasts with subculture because those cultural norms and values required opposition to mainstream society, not simply difference from it.
3. Counterculture can be co-opted if mainstream society creates an image of it stripped of those elements that actually oppose mainstream values, leaving only trends and styles that are subcultural, as when Ben and Jerry's or Magic Hat Brewing use nonthreatening elements of hippie culture in their marketing.

Learning Objective: 2.1.4 Differentiate between subcultures and countercultures.
Topic: Identity and Inequality: Subcultures and Countercultures
Difficulty Level: Moderate
Skill Level: Apply What You Know

2.2 Culture in Interactions

3) What are the six elements of culture? Describe and give an example of each element.

The ideal answer should include:
1. The six elements of culture are: material culture, symbols, language, rituals, norms, and values.
2. Material culture consists of what people make and what they make it with, for example, food, shelter, and tools.
3. A symbol is anything that carries additional meaning, for example, an American flag carries additional meaning about freedom and democracy, or a cross can have religious meaning to Christians or terror in the case of a cross burned on a lawn.
4. Language is an organized set of symbols by which we are able to think and communicate with others—any language we speak or read or sign with is an example.
5. Rituals are how members of a culture engage in a routine behavior to express their sense of belonging to the culture. Examples include graduation, pledging allegiance to the flag, funerals, and so on.
6. Norms are the rules that a culture develops that define how people should act and the consequences of failing to act as expected. Examples of norms include being obedient, being polite, what to wear in certain situations, and how to order food in a restaurant.

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7. Values are the ethical foundations of a culture, its ideas about right and wrong. Examples could include individualism, competition, cooperation, freedom, and materialism.

Learning Objective: 2.2.1 Explain what symbols are and how sociologists understand them as pieces of culture that simultaneously unite and divide; 2.2.2 Describe the ways that language shapes the ways we understand ourselves and the societies in which we live; 2.2.3 Differentiate among rituals, norms, and values, and identify the ways they are socially enforced.
Topic: Material Culture and Symbols; Language; Rituals, Norms, and Values
Difficulty Level: Moderate
Skill Level: Remember the Facts

4) Describe the efforts to remove the Confederate flag from the South Carolina Statehouse, and explain how the situation reflects the ways that symbols can have radically different meanings for different groups of people.

The ideal answer should include:
1. A summary of the events, including the racially motivated murders in Charleston as well as activists' and politicians' efforts to remove the flag.
2. The ways that opinions about the removal of the flag were strongly influenced by people's race or political position, and how this reflects the ways that the meanings of symbols are impacted by identity.

Learning Objective: 2.2.1 Explain what symbols are and how sociologists understand them as pieces of culture that simultaneously unite and divide.
Topic: Material Culture and Symbols
Difficulty Level: Difficult
Skill Level: Analyze It

5) Discuss, with examples, language as an element of culture. How does language shape our perceptions, and in what ways is language political?

The ideal answer should include:
1. Examples of how language shapes perceptions, such as the way the Hopi language does not use verb tenses for past or future.
2. Examples of how language can be political—for instance, how some people are working to challenge gender-biased language practices such as the use of *man* for mixed-gender subjects, or the way the term *Mr.* implies nothing about a male's marital status but *Miss* and *Mrs.* do, leading people to begin using *Ms*.

Learning Objective: 2.2.2 Describe the ways that language shapes the ways we understand ourselves and the societies in which we live.
Topic: Language
Difficulty Level: Moderate
Skill Level: Understand the Concepts

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6) Describe rituals, norms, and values, and give an example of each one.

The ideal answer should include:
1. Description of rituals as enactments by which members of a culture engage in routine behaviors to express their sense of belonging to a culture. Examples could include the pledge of allegiance and the national anthem.
2. Description of norms as the rules a culture develops that defines how people should act and the consequences of failure to act in specified ways. Examples could include not talking with your mouth full, wearing appropriate clothing to a job interview, and laws against theft.
3. Description of values as what a society thinks about itself. Examples could include societal commitments to kindness and generosity, and beliefs about overt displays of wealth.

Learning Objective: 2.2.3 Differentiate among rituals, norms, and values, and identify the ways they are socially enforced.
Topic: Rituals, Norms, and Values
Difficulty Level: Moderate
Skill Level: Remember the Facts

2.3 Cultural Institutions and the Institutionalization of Culture

7) Describe the historical progression of mass media, both technologically and culturally, and the ways inequality impacts access to mass media.

The ideal answer should include:
1. Print media, from the first printing press to the proliferation of books, magazines, and newspapers and reading as a shared cultural activity.
2. Radio, movies, and television from their development to their spread in popularity and saturation of everyday life.
3. The Internet as a unique technology, from its development in the 1980s to its spread around the world.
4. Examples of inequality including lack of access to the Internet and television amongst poorer populations.

Learning Objective: 2.3.1 Describe the primary components of contemporary mass media and how they have been subject to cultural change.
Topic: Cultural Institutions: The Mass Media
Difficulty Level: Moderate
Skill Level: Remember the Facts

8) Define *cultural capital.* Explain why an expensive suit and knowledge of fine wine might not be beneficial cultural capital in some situations, but could be in others. Explain Pierre Bourdieu's claim that cultural capital, and the divide between high culture and popular culture, functions to benefit dominant classes.

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The ideal answer should include:
1. A definition of *cultural capital* as any piece of culture (idea, art, music, literature, etc.) that some groups have and others lack, and which a group can use as a symbolic resource to exchange with others.
2. Examples will vary. One possible example would be an explanation of how an expensive suit and knowledge of fine wine might be beneficial in gaining access among the wealthy, but might not be helpful in fitting in with a countercultural group.
3. Explain that the divide between high culture and popular culture allows the dominant class to set the terms of training for high culture and give certain cultural elites privileged knowledge and ability to function as "gatekeepers" who permit entry into high culture circles.

Learning Objective: 2.3.2 Differentiate between high and popular culture and how they relate to cultural capital.
Topic: High Culture and Popular Culture
Difficulty Level: Difficult
Skill Level: Analyze It

9) Provide an example of a popular cultural trend that emerged "from below," or from groups outside of the dominant classes. Make an argument for why you do or do not believe this cultural spread is an example of cultural imperialism.

The ideal answer should include:
1. An example of a cultural trend emerging from below, such as the global spread of hip hop or the popularity of the "Harlem shake."
2. A strong argument for or against the characterization of this trend as cultural imperialism, using the definition that cultural imperialism is the deliberate imposition of one country's culture on another country.

Learning Objective: 2.3.4 Explain the movement of culture around the world and the process by which some cultures are situated as more dominant than others as a result of this movement.
Topic: The Globalization of Popular Culture
Difficulty Level: Difficult
Skill Level: Apply What You Know

2.4 Continuity and Change in Culture and Media

10) Using mobile phones as an example, illustrate culture war, culture lag, and cultural diffusion.

The ideal answer should include:
1. An illustration of culture war through an explanation of cultural differences surrounding mobile phones, such as generational differences in expectations of appropriate times, places, and frequencies for cell phone use.
2. An illustration of culture lag, such as the way that the aforementioned cultural conflicts represent a period in which society has not yet developed widely agreed-upon ethics and manners in relation to new technologies.

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3. An illustration of cultural diffusion through a discussion of how the rapid spread of mobile phone use happened independently of population movement.

Learning Objective: 2.4.1 Summarize the ways that cultural change occurs and is resisted.
Topic: Cultural Change
Difficulty Level: Difficult
Skill Level: Apply What You Know