Test Bank for Cultural Anthropology - A Problem-Based Approach 8th Robbins

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Chapter 2: The Meaning of Progress and Development

Test Bank

Multiple Choice

1. The three stages of human cultural development described by Morgan were _____.
a. Neolithic, Iron Age, and Bronze Age
b. primitivism, sedentism, and modernism
c. band, tribe, and state
d. savagery, barbarism, and civilization
Ans: D
Learning Objective: Question 2.1: Why did hunter-gatherer societies switch to sedentary agriculture?
Cognitive Domain: Knowledge
Answer Location: Question 2.1: Why Did Hunter-Gatherer Societies Switch to Sedentary Agriculture?
Difficulty Level: Easy

2. Morgan divided societies into stages based on change in _____.
a. population size
b. technology
c. brain size
d. political organization
Ans: B
Learning Objective: Question 2.1: Why did hunter-gatherer societies switch to sedentary agriculture?
Cognitive Domain: Comprehension
Answer Location: Question 2.1: Why Did Hunter-Gatherer Societies Switch to Sedentary Agriculture?
Difficulty Level: Medium

3. White would most likely explain the relationship between technology and productivity in which of the following ways?
a. As technology progresses, productivity increases.
b. Productivity allows for the creation of more advanced technology.
c. Technology is less advanced among more productive people.
d. As technology becomes more efficient, output is reduced.
Ans: A
Learning Objective: Question 2.1: Why did hunter-gatherer societies switch to sedentary agriculture?
Cognitive Domain: Comprehension
Answer Location: Question 2.1: Why Did Hunter-Gatherer Societies Switch to Sedentary Agriculture?
Difficulty Level: Medium

4. According to White's perspective, technological advances eventually led to _____.
a. human rights advances
b. a shift from savagery to civilization
c. occupational specialization

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d. the development of small family groups
Ans: C
Learning Objective: Question 2.1: Why did hunter-gatherer societies switch to sedentary agriculture?
Cognitive Domain: Comprehension
Answer Location: Question 2.1: Why Did Hunter-Gatherer Societies Switch to Sedentary Agriculture?
Difficulty Level: Medium

5. In most hunter-gatherer societies, _____ who _____contributed the most calories to group subsistence.
a. men; hunted
b. women; gathered
c. men; fished
d. women; farmed
Ans: B
Learning Objective: Question 2.1: Why did hunter-gatherer societies switch to sedentary agriculture?
Cognitive Domain: Comprehension
Answer Location: Question 2.1: Why Did Hunter-Gatherer Societies Switch to Sedentary Agriculture?
Difficulty Level: Medium

6. The Hadza of Tanzania relied on _____ for food.
a. wild foods
b. cattle
c. seal and whale meat
d. maize crops
Ans: A
Learning Objective: Question 2.1: Why did hunter-gatherer societies switch to sedentary agriculture?
Cognitive Domain: Application
Answer Location: Life Among Hunter-Gatherers: The Hadza and the Bushman
Difficulty Level: Medium

7. The average Bushman spent _____ hunting and gathering food.
a. every waking hour
b. about 20 hours per week
c. between 40-60 hours per week
d. about 6 hours per month
Ans: B
Learning Objective: Question 2.1: Why did hunter-gatherer societies switch to sedentary agriculture?
Cognitive Domain: Comprehension
Answer Location: Life Among Hunter-Gatherers: The Hadza and the Bushman
Difficulty Level: Medium

8. Cohen viewed the shift from hunting and gathering to agriculture as the result of _____.
a. degradation of wild resources
b. the ease of agriculture compared with hunting and gathering

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c. increased population density
d. increased intelligence
Ans: C
Learning Objective: Question 2.1: Why did hunter-gatherer societies switch to sedentary agriculture?
Cognitive Domain: Comprehension
Answer Location: The Transition to Agriculture
Difficulty Level: Medium

9. The belief that agriculture led to improved quality of life over the hunting and gathering lifestyle comes from _____.
a. an understanding of the change in population densities
b. the reduced workload of those practicing agriculture
c. the holistic perspective
d. ethnocentric ideas about modern Western cultural superiority
Ans: D
Learning Objective: Question 2.1: Why did hunter-gatherer societies switch to sedentary agriculture?
Cognitive Domain: Application
Answer Location: Life Among Hunter-Gatherers: The Hadza and the Bushman
Difficulty Level: Medium

10. Swidden agriculture takes _____ labor and _____ land than irrigation agriculture.
a. more;more
b. more; less
c. less; more
d. less; less land
Ans: C
Learning Objective: Question 2.1: Why did hunter-gatherer societies switch to sedentary agriculture?
Cognitive Domain: Application
Answer Location: The Transition to Agriculture
Difficulty Level: Medium

11. Which subsistence method leads to increased social stratification?
a. hunting
b. gathering
c. swidden agriculture
d. intensive agriculture
Ans: D
Learning Objective: Question 2.1: Why did hunter-gatherer societies switch to sedentary agriculture?
Cognitive Domain: Application
Answer Location: The Transition to Agriculture
Difficulty Level: Medium

12. Early wool textiles in England were produced mostly by _____.
a. industrial factories
b. village councils
c. small factories

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d. rural families
Ans: D
Learning Objective: Question 2.2: Why are some societies more industrially advanced than others?
Cognitive Domain: Knowledge
Answer Location: Question 2.2: Why Are Some Societies More Industrially Advanced Than Others?
Difficulty Level: Easy

13. An intermediate step in the industrialization of wool textile production in England was _____.
a. the "putting out" system
b. the factory system
c. handicraft production
d. loom weaving
Ans: A
Learning Objective: Question 2.2: Why are some societies more industrially advanced than others?
Cognitive Domain: Comprehension
Answer Location: Question 2.2: Why Are Some Societies More Industrially Advanced Than Others?
Difficulty Level: Medium

14. Which of the following families is most likely to be involved in the "putting out" system?
a. The father and older sons watch and shear the sheep, and the mother and daughters comb the wool, spin the thread, weave the thread into fabric, and dye the fabric. The family sells the finished fabric at the local market.
b. The family makes textiles with looms and raw wool given to them by a merchant, who will return later to pick up finished products and pay the family per piece produced.
c. The family relocates to the city, where all members work in a factory, where they are paid a wage to produce textiles.
d. The family purchases textiles produced by women working in factories in another country for low wages.
Ans: B
Learning Objective: Question 2.2: Why are some societies more industrially advanced than others?
Cognitive Domain: Application
Answer Location: Question 2.2: Why Are Some Societies More Industrially Advanced Than Others?
Difficulty Level: Medium

15. Which of the following factors contributed to industrialization?
a. Easier maintenance of social control
b. Cheapness of labor
c. New prosperity from corn production
d. Declining returns on long-distance trade
Ans: B
Learning Objective: Question 2.2: Why are some societies more industrially advanced than others?
Cognitive Domain: Comprehension

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Answer Location: Question 2.2: Why Are Some Societies More Industrially Advanced Than Others?
Difficulty Level: Medium

16. The British destroyed the Indian textile industry due to _____.
a. the superiority of British textiles to Indian textiles
b. British military action and economic restrictions
c. the decrease in raw material availability in India
d. technological innovations allowing for faster production
Ans: B
Learning Objective: Question 2.2: Why are some societies more industrially advanced than others?
Cognitive Domain: Application
Answer Location: The British in India
Difficulty Level: Medium

17. The only export of the British East India Company for which there was demand in China was _____.
a. tea
b. wool
c. calico
d. opium
Ans: D
Learning Objective: Question 2.2: Why are some societies more industrially advanced than others?
Cognitive Domain: Knowledge
Answer Location: The British in India
Difficulty Level: Easy

18. The expansion of the British textile industry led to which of the following?
a. Increased prosperity for everyone involved
b. The end of slavery in the colonies
c. Huge profits for some and great suffering for others
d. Decreased quality of life for factory owners
Ans: C
Learning Objective: Question 2.2: Why are some societies more industrially advanced than others?
Cognitive Domain: Application
Answer Location: Cotton, Slavery, and the Cherokee Removal
Difficulty Level: Medium

19. Industrialization shifted the occupations of those in Western Europe and the United States from _____.
a. farmers to laborers
b. laborers to information workers
c. hunters and gatherers to farmers
d. sharecroppers to landowners
Ans: A
Learning Objective: Question 2.3: Why do poor countries not modernize and develop in the same way as wealthier countries?

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Cognitive Domain: Knowledge
Answer Location: Question 2.3: Why Do Poor Countries Not Modernize and Develop in the Same Way as Wealthier Countries?
Difficulty Level: Easy

20. Why do poor countries struggle despite loans from the World Bank?
a. The World Bank favored countries that were politically allied with European countries, so other countries could not access loans.
b. World Bank loans included political requirements that countries did not want to accept, so many eligible countries did not apply.
c. Countries unable to repay debt were forced to accept Structural Adjustment Programs that further devastated their economies to benefit wealthy investors.
d. Poor countries do not have natural or human resources that are valuable in the world economy.
Ans: C
Learning Objective: Question 2.3: Why do poor countries not modernize and develop in the same way as wealthier countries?
Cognitive Domain: Application
Answer Location: Debt, SAPs, and Vultures
Difficulty Level: Medium

21. Economic development plans rely on which of the following ideas?
a. Nonwestern countries need to be more like Western countries
b. Nonindustrialized nations are more technologically savvy than industrialized nations
c. Rich nations became wealthy through the exploitation of other countries
d. Each nation has a wealth of valuable cultural knowledge that must be preserved
Ans: A
Learning Objective: Question 2.3: Why do poor countries not modernize and develop in the same way as wealthier countries?
Cognitive Domain: Application
Answer Location: Question 2.3: Why Do Poor Countries Not Modernize and Develop in the Same Way as Wealthier Countries?
Difficulty Level: Medium

22. Economic development was successful for countries that _____.
a. were largely composed of farmers
b. had more natural and human resources
c. are in Europe
d. were not colonized by Western countries
Ans: D
Learning Objective: Question 2.3: Why do poor countries not modernize and develop in the same way as wealthier countries?
Cognitive Domain: Comprehension
Answer Location: Debt, SAPs, and Vultures
Difficulty Level: Medium

23. While many formerly colonized countries were no longer under political control of colonizers, neocolonialism in the form of _____ ensured that these countries were still subject to control by others.
a. warfare

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b. debt
c. missionaries
d. reservations
Ans: B
Learning Objective: Question 2.3: Why do poor countries not modernize and develop in the same way as wealthier countries?
Cognitive Domain: Knowledge
Answer Location: Question 2.3: Why Do Poor Countries Not Modernize and Develop in the Same Way as Wealthier Countries?
Difficulty Level: Easy

24. Life expectancy _____ between the years 1900 and 2000.
a. did not change
b. increased by 40%
c. doubled
d. grew exponentially
Ans: C
Learning Objective: Question 2.4: How do modern standards of health and medical treatment compare with those of traditional societies?
Cognitive Domain: Knowledge
Answer Location: Illness and Inequality
Difficulty Level: Easy

25. Many in the United States ignore the impact of _____ on illness.
a. handwashing
b. pathogens
c. microorganisms
d. inequality
Ans: D
Learning Objective: Question 2.4: How do modern standards of health and medical treatment compare with those of traditional societies?
Cognitive Domain: Comprehension
Answer Location: Illness and Inequality
Difficulty Level: Medium

26. People in some cultures attribute illness to soul loss or sorcery because they _____.
a. connect social conflict and illness
b. do not know any better
c. cannot access Western biomedical practitioners
d. are charlatans who take advantage of people
Ans: A
Learning Objective: Question 2.4: How do modern standards of health and medical treatment compare with those of traditional societies?
Cognitive Domain: Comprehension
Answer Location: The Meaning of Illness
Difficulty Level: Medium

27. Which of the following is an example of an expression of an interpersonal theory of disease?
a. diabetes
b. gout

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c. susto
d. rickets
Ans: C
Learning Objective: Question 2.4: How do modern standards of health and medical treatment compare with those of traditional societies?
Cognitive Domain: Application
Answer Location: The Meaning of Illness
Difficulty Level: Medium

28. If Victor Turner had supplied sufferers of illness among the Ndembu with antibiotics, would he have cured the illness?
a. No, because he would not have dealt with the social conflict.
b. No, because the sufferers were not really ill.
c. Yes, because the illness was the result of bacterial infection.
d. Yes, because the antibiotic would have had a placebo effect even if it did not kill the pathogen.
Ans: A
Learning Objective: Question 2.4: How do modern standards of health and medical treatment compare with those of traditional societies?
Cognitive Domain: Application
Answer Location: The Meaning of Illness
Difficulty Level: Medium

29. When Plenty-coups told Linderman, “After this, nothing happened,” what did he mean?
a. When the buffalo disappeared, the Crow were left alone by settlers.
b. Everything that had cultural meaning to the Crow had been destroyed, so nothing of significance could happen anymore.
c. Plenty-coups could not remember what happened after that, because he had been knocked out.
d. All of the Crow except him were dead, and so nothing could happen for the Crow anymore.
Ans: B
Learning Objective: Question 2.5: Why are simpler societies disappearing?
Cognitive Domain: Application
Answer Location: Cultural Devastation and Radical Hope
Difficulty Level: Medium

30. The death of indigenous groups after contact with European settlers was due to _____.
a. indigenous cultural inferiority
b. sorcery and soul loss
c. random chance
d. systematic extermination
Ans: D
Learning Objective: Question 2.5: Why are simpler societies disappearing?
Cognitive Domain: Comprehension
Answer Location: Question 2.5: Why Are Simpler Societies Disappearing?
Difficulty Level: Medium

31. The vast majority of loss of life upon Columbus’ arrival in the New World was due to _____.
a. warfare
b. disease

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c. famine
d. natural disasters
Ans: B
Learning Objective: Question 2.5: Why are simpler societies disappearing?
Cognitive Domain: Knowledge
Answer Location: Cultural Devastation and Radical Hope
Difficulty Level: Easy

32. The Crow did not suffer military defeat by the United States government, but did experience _____.
a. cultural devastation
b. enslavement
c. displacement
d. plague
Ans: A
Learning Objective: Question 2.5: Why are simpler societies disappearing?
Cognitive Domain: Comprehension
Answer Location: Cultural Devastation and Radical Hope
Difficulty Level: Medium

33. Hunter-gatherer groups tend to have a low life expectancy because _____.
a. their diets are poor
b. infant mortality is high
c. they lack electricity
d. they do not get enough exercise
Ans: B
Learning Objective: Question 2.5: Why are simpler societies disappearing?
Cognitive Domain: Knowledge
Answer Location: Case Studies in Doing Anthropology #2: The Search for the Perfect Diet and Building Latrines
Difficulty Level: Easy

34. The hunter-gatherer lifestyle has been called a paradise, but the Bushmen struggle today because _____.
a. they turned to swidden agriculture
b. they overharvested their territory
c. 90% of their land was taken
d. they prefer modern technology and cannot afford it
Ans: C
Learning Objective: Question 2.5: Why are simpler societies disappearing?
Cognitive Domain: Application
Answer Location: Question 2.5: Why Are Simpler Societies Disappearing?
Difficulty Level: Medium

35. One contemporary example of cultural devastation is the effects of _____.
a. the Eagles winning Super Bowl LII
b. relocating for a new job
c. Apple releasing a new iPhone
d. the COVID19 pandemic
Ans: D

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Learning Objective: Question 2.5: Why are simpler societies disappearing?
Cognitive Domain: Application
Answer Location: Cultural Devastation and Radical Hope
Difficulty Level: Medium

True/False

1. Hunter-gatherer societies in the past struggled to get enough food.
Ans: F
Learning Objective: Question 2.1: Why did hunter-gatherer societies switch to sedentary agriculture?
Cognitive Domain: Knowledge
Answer Location: Question 2.1: Why Did Hunter-Gatherer Societies Switch to Sedentary Agriculture?
Difficulty Level: Easy

2. Textile factories during the Industrial Revolution used child labor.
Ans: T
Learning Objective: Question 2.2: Why are some societies more industrially advanced than others?
Cognitive Domain: Comprehension
Answer Location: Question 2.2: Why Are Some Societies More Industrially Advanced Than Others?
Difficulty Level: Medium

3. People in colonized countries experienced an increased standard of living after industrialization.
Ans: F
Learning Objective: Question 2.3: Why do poor countries not modernize and develop in the same way as wealthier countries?
Cognitive Domain: Comprehension
Answer Location: Question 2.3: Why Do Poor Countries Not Modernize and Develop in the Same Way as Wealthier Countries?
Difficulty Level: Easy

4. Poverty increases the chance of dying from infectious disease.
Ans: T
Learning Objective: Question 2.4: How do modern standards of health and medical treatment compare with those of traditional societies?
Cognitive Domain: Comprehension
Answer Location: Question 2.4: How Do Modern Standards of Health and Medical Treatment Compare with Those of Traditional Societies?
Difficulty Level: Medium

5. Contact between European and indigenous communities was usually beneficial for the indigenous group.
Ans: F
Learning Objective: Question 2.5: Why are simpler societies disappearing?
Cognitive Domain: Comprehension

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Answer Location: Question 2.5: Why Are Simpler Societies Disappearing?
Difficulty Level: Medium

Short Answer

1. Discuss the advantages and disadvantages of shifting from hunting and gathering to agriculture.
Ans: Many people assume that societies transitioned from hunting and gathering to agriculture because it was easier, but that is not the case. That belief largely comes from ethnocentric beliefs that Western culture is best. The increased labor required for agriculture is one disadvantage of the shift. However, agriculture can support more people on smaller swaths of land, a significant advantage. Agriculture often led to increased social stratification, another disadvantage. Agriculture also required societies to be more sedentary, which brings with its own advantages and disadvantages.
Learning Objective: Question 2.1: Why did hunter-gatherer societies switch to sedentary agriculture?
Cognitive Domain: Analysis
Answer Location: The Transition to Agriculture
Difficulty Level: Hard

2. Why are some cultures more technologically advanced than others? Trace the path of technological advancement in one country to support your answer.
Ans: Answers may vary but will likely draw heavily upon the discussion of the British textile industry. Answers should reflect an understanding that some countries are more technologically advanced than others as a result of exploitation rather than inherent superiority of any kind.
Learning Objective: Question 2.2: Why are some societies more industrially advanced than others?
Cognitive Domain: Analysis
Answer Location: Question 2.2: Why Are Some Societies More Industrially Advanced Than Others?
Difficulty Level: Hard

3. Discuss the impact of the World Bank and the International Monetary Fund (IMF) on development efforts in so-called Third World countries.
Ans: Development efforts, which were based on faulty assumptions to begin with, were not nearly as helpful as they should have been for countries that accepted development funds from the World Bank and the IMF. Countries were often unable to pay back debt, and were then subject to political interference that further devastated their economies (despite the declaration that funds would not be used for political control). One of the tools most responsible for this devastation was the Structural Adjustment Program (SAP). In exchange for restructuring debt that countries could not repay, debtor countries had to accept conditions that hurt their own economies and benefited foreign investors.
Learning Objective: Question 2.3: Why do poor countries not modernize and develop in the same way as wealthier countries?
Cognitive Domain: Analysis
Answer Location: Debt, SAPs, and Vultures
Difficulty Level: Hard

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4. How is a person's chance of dying from infectious disease impacted by cultural factors?
Ans: Answers should include an understanding of the four things that must happen for death from infectious disease to occur and should apply examples of cultural differences that might impact each stage. A sample answer follows: In order for someone to die of infectious disease, four things must happen: contact with a pathogen, virulence of the pathogen, the pathogen must evade the body's immune system, and the pathogen must evade societal harm-reduction strategies. Permanent settlements involve the accumulation of human waste, which increases the chances of pathogen contact. Human activity like the use of water systems can lead to pathogens that do not need hosts to live to spread (and those with no access to clean water are more likely to contact the especially virulent pathogen). Immune system function is impacted by diet quality, so access to nutrition is incredibly important for fighting off pathogens. Finally, those with restricted access to medications that can kill pathogens are more likely to die from infectious disease.
Learning Objective: Question 2.4: How do modern standards of health and medical treatment compare with those of traditional societies?
Cognitive Domain: Analysis
Answer Location: Question 2.4: How Do Modern Standards of Health and Medical Treatment Compare with Those of Traditional Societies?
Difficulty Level: Hard

5. Discuss a typical example of cultural contact between an indigenous group and Europeans.
Ans: Answers may vary, but should include the following elements, regardless of which group is chosen. Cultural contact between indigenous and European groups were often disastrous for the indigenous group. Infectious disease may wipe out a huge proportion of the indigenous group fairly quickly, leaving the group even more susceptible to military force on the part of Europeans, who frequently hunted down and killed indigenous people in a systematic way. If members of the indigenous group survived, they were often forced to assimilate to the European way of life to survive. Even when indigenous people survived, cultural devastation was nearly impossible to avoid.
Learning Objective: Question 2.5: Why are simpler societies disappearing?:
Cognitive Domain: Analysis
Answer Location: Question 2.5: Why Are Simpler Societies Disappearing?
Difficulty Level: Hard

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