Chapter 1: Introduction to the Psychological Study of Culture

Test Bank

# Multiple Choice

1. Waka is discussed in the intro chapter as \_\_\_\_\_\_.

A. a noise comedians make

B. a metaphor for conveying a learner to new understanding

C. an example of transmission of planting techniques

D. an ancient way to paint more vivid pictures

Ans: B

Learning Objective: 1.1: Explain the relevance of culture to psychological research.

2. The itsy-bitsy spider climbed up the water spout again. This story \_\_\_\_\_\_.

A. provides instructions for spiders

B. is a harmless but meaningless bit of entertainment

C. helps children to learn perseverance

D. cautions children against climbing water spouts

Ans: C

Learning Objective: 1.1: Explain the relevance of culture to psychological research.

3. A storyteller relates a legend from long ago. In doing so he is \_\_\_\_\_\_.

A. providing entertainment

B. passing along collected cultural knowledge

C. instructing group members in the group’s worldview and wisdom

D. all of these

Ans: D

Learning Objective: 1.1: Explain the relevance of culture to psychological research.

4. Family mealtime might form a topic of study for \_\_\_\_\_\_.

A. anthropology

B. psychology

C. sociology

D. all of these

Ans: D

Learning Objective: 1.1: Explain the relevance of culture to psychological research.

5. Taki is studying practices regarding whether people remove shoes in certain places. Psychology would be *most* interested in \_\_\_\_\_\_.

A. health benefits of sanitary practices

B. the history of the practice

C. the underlying thoughts and behaviors leading to the practices

D. what happens when rules are violated

Ans: C

Learning Objective: 1.1: Explain the relevance of culture to psychological research.

6. A description of specifically what we will study and how it can be quantified is \_\_\_\_\_\_.

A. a tautology

B. a circular logic

C. a prescription

D. an operational definition

Ans: D

Learning Objective: 1.2: Evaluate existing definitions of culture and their relevance for cultural research.

7. If Nomi wants to study something scientifically, she first needs a(an) \_\_\_\_\_\_.

A. tautology

B. circular logic

C. prescription

D. operational definition

Ans: D

Learning Objective: 1.2: Evaluate existing definitions of culture and their relevance for cultural research.

8. Scientifically, gravity is a(an) \_\_\_\_\_\_.

A. theoretical construct

B. absolute fact

C. man-made phenomenon

D. illusion

Ans: A

Learning Objective: 1.2: Evaluate existing definitions of culture and their relevance for cultural research.

9. In this text’s definition of culture, a necessary component is that it is \_\_\_\_\_\_.

A. genetically transmitted

B. a temporary phenomenon

C. nongeneticaly transmitted

D. operas and plays

Ans: C

Learning Objective: 1.2: Evaluate existing definitions of culture and their relevance for cultural research.

10. In this text’s definition of culture, culture is described as \_\_\_\_\_\_.

A. surviving for an extended period of time

B. a temporary phenomenon

C. nongeneticaly transmitted

D. operas and plays

Ans: A

Learning Objective: 1.2: Evaluate existing definitions of culture and their relevance for cultural research.

11. Every day you have classes, you stop by Starbucks, and the young man behind the counter makes your particular favorite coffee as soon as he sees you walk in. He is probably \_\_\_\_\_\_.

A. part of your social convoy

B. a stalker

C. your mentor

D. a genetic equivalent

Ans: A

Learning Objective: 1.2: Evaluate existing definitions of culture and their relevance for cultural research.

12. According to genetic analysis, cultures \_\_\_\_\_\_.

A. are genetically entirely distinct

B. differ greatly by race

C. share a common origin long ago

D. arose with no connection to each other

Ans: C

Learning Objective: 1.3: Describe evidence of factors that made human culture possible.

13. **Moore’s Law**, that computers double in complexity every 2 years, relates to human culture in that \_\_\_\_\_\_.

A. humans function exactly like computers

B. Moore’s law can be used to predict reactions to changes in culture

C. the rate of change in human culture seems to increase by similar ratios

D. human culture has multiple components like computer hardware

Ans: C

Learning Objective: 1.3: Describe evidence of factors that made human culture possible.

14. In the most recent century, the complexity of culture has \_\_\_\_\_\_.

A. remained constant

B. decreased

C. varied

D. increased rapidly

Ans: D

Learning Objective: 1.3: Describe evidence of factors that made human culture possible.

15. Mongogo learns from observing nature around him. He sees life as a river and people as fish in that river. Culturally, these ideas reflect his \_\_\_\_\_\_.

A. insanity

B. tautology

C. epistemology

D. collectability

Ans: C

Learning Objective: 1.3: Describe evidence of factors that made human culture possible.

16. A type of small fish tends to swim around the shore in groups or schools. This tendency is an example of \_\_\_\_\_\_.

A. sociality

B. numerism

C. homology

D. Moore’s Law

Ans: A

Learning Objective: 1.3: Describe evidence of factors that made human culture possible.

17. A New Zealand robin watches a researcher hide mealy bugs, and on that day, remembers up to 23 bug locations. This indicates the robin’s capacity for \_\_\_\_\_\_.

A. culture

B. eating

C. patience

D. numerism

Ans: D

Learning Objective: 1.3: Describe evidence of factors that made human culture possible.

18. Dogs and humans use similar regions of the brain to produce and understand communication. This is an example of the concept of \_\_\_\_\_\_.

A. sociality

B. numerism

C. homology

D. Moore’s Law

Ans: C

Learning Objective: 1.3: Describe evidence of factors that made human culture possible.

19. Over the thousands of years of human existence, our rate of innovation has \_\_\_\_\_\_.

A. remained constant

B. decreased

C. varied

D. increased

Ans: D

Learning Objective: 1.3: Describe evidence of factors that made human culture possible.

20. On the planet Splurk, a certain type of creature has developed a larger thinking organ and is able to coordinate activities of larger groups than other creatures. This fits with \_\_\_\_\_\_.

A. tautology

B. epistemology

C. the social brain hypothesis

D. Moore’s Law

Ans: C

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

21. In analyzing human evolution, the primary factor observed to predict our success over other species is \_\_\_\_\_\_.

A. diet

B. sexual selectivity

C. group size

D. less body hair

Ans: C

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

22. Humanity’s early success probably arose because we developed the capacity to \_\_\_\_\_\_.

A. cooperate

B. compete

C. commit murder

D. grow food

Ans: A

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

23. Regarding language, \_\_\_\_\_\_.

A. a number of different creatures have and use language

B. only primates and humans have and use language

C. humans just developed it in the past few thousand years

D. only humans have and use language

Ans: D

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

24. By the time children of the Schnooqui tribe are a year old or so, they know that their mothers will only know they are hungry if they make certain noises. This says they have developed \_\_\_\_\_\_.

A. tautology

B. epistemology

C. theory of mind

D. Moore’s Law

Ans: C

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

25. The components of theory of mind are shared \_\_\_\_\_\_.

A. by a number of different creatures

B. only by primates and humans

C. only among humans, who just developed it in the past few thousand years

D. by only certain human cultures

Ans: A

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

26. The ability to understand and act based on others’ mental states is called \_\_\_\_\_\_.

A. tautology

B. epistemology

C. theory of mind

D. metarepresentation

Ans: C

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

27. The most basic component of theory of mind is \_\_\_\_\_\_.

A. inferring goals and intentions

B. joint attention

C. pretend play

D. mentalism

Ans: A

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

28. When wolves hunt as a pack, they use their gaze and direction of motion to activate the function of \_\_\_\_\_\_.

A. inferring goals and intentions

B. joint attention

C. pretend play

D. mentalism

Ans: B

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

29. The ability to formulate mental cognitions about the mental cognitions of others is called \_\_\_\_\_\_.

A. tautology

B. epistemology

C. theory of mind

D. metarepresentation

Ans: D

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

30. Our ancestors started cooking food \_\_\_\_\_\_.

A. 11,000 years ago

B. in the days of the dinosaurs

C. by 790,000 years ago

D. in the Middle Ages

Ans: C

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

31. Necklace charms worn by Neanderthal are important because they demonstrate \_\_\_\_\_\_.

A. their skill in making jewelry

B. likelihood that they used symbolic thinking

C. Neanderthal fashion

D. that Neanderthal were not capable of symbolic thought

Ans: B

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

32. The ability to use symbols to represent things and ideas is thought to be naturally shared \_\_\_\_\_\_.

A. by a number of different creatures

B. only by primates and humans

C. only among humans

D. by only certain human cultures

Ans: C

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

33. Bob and Sally are going to the museum with Ted and Phil. By definition, they qualify as a \_\_\_\_\_\_.

A. family

B. diem

C. group

D. macrodeme

Ans: C

Learning Objective: 1.5: Describe configurations of basic human groups.

34. Jeanna is a student in a culture lab at a university, working with her adviser and seven other students. In terms of core group configurations, this is analogous to a \_\_\_\_\_\_.

A. dyad

B. task or hunting group

C. band

D. macroband

Ans: B

Learning Objective: 1.5: Describe configurations of basic human groups.

35. Amir goes each year to the Pacific Furry Convention, where thousands of enthusiasts dress in costumes of furry creatures. In terms of core group configurations, this is analogous to a \_\_\_\_\_\_.

A. dyad

B. task or hunting group

C. band

D. macroband

Ans: D

Learning Objective: 1.5: Describe configurations of basic human groups.

36. The Woodchuck people from across the region gather each year for the autumnal equinox, when they share the stories of their ancestors, introduce their teens to potential mates, and do the hokey pokey dance. By Caporeal’s core group definition, the Woodchucks wood be a \_\_\_\_\_\_.

A. family

B. diem

C. dyad

D. macrodeme

Ans: D

Learning Objective: 1.5: Describe configurations of basic human groups.

37. Bob, Sally, Ted, and Phil have to develop marketing materials for a new product launch. By Caporael’s core group definition, they are a \_\_\_\_\_\_.

A. family

B. deme

C. task group

D. macrodeme

Ans: C

Learning Objective: 1.5: Describe configurations of basic human groups.

38. Compared to agriculture, music is \_\_\_\_\_\_.

A. much older

B. a recent development

C. about the same age

D. more widespread

Ans: A

Learning Objective: 1.5: Describe configurations of basic human groups.

39. The number 150 is important in evolution of human culture because it is \_\_\_\_\_\_.

A. the number of beers consumed by members of a psychology class on an average weekend

B. the size in cubic centimeters of the human neocortex

C. the optimal group size at which humans became very successful as a species

D. the number of types of cultures around the world

Ans: C

Learning Objective: 1.5: Describe configurations of basic human groups.

40. Humans began smelting iron about 2,000 years ago, developed internal combustion engines 150 years ago, flight a century ago, computers in the 1960s, widespread Internet in the 1990s, and cell phone apps in the 2000s. The rate at which humans generate cultural innovation is \_\_\_\_\_\_.

A. increasing

B. decreasing

C. evidence of problems

D. not fast enough

Ans: A

Learning Objective: 1.5: Describe configurations of basic human groups.

41. Unlike other creatures, humans can convey \_\_\_\_\_\_.

A. emotions

B. immediate conditions

C. abstract concepts

D. pain

Ans: C

Learning Objective: 1.6: Discuss the rise of symbolic thought and communication and its effect on rate of innovation in human culture.

42. In the total scope of human history, agriculture \_\_\_\_\_\_.

A. preceded modern humans

B. has no known origin

C. was a recent innovation

D. is a modern innovation

Ans: C

Learning Objective: 1.6: Discuss the rise of symbolic thought and communication and its effect on rate of innovation in human culture.

43. Creative products such as art and music \_\_\_\_\_\_.

A. are a modern innovation

B. form repositories that transmit culture across time

C. have no psychological function

D. are the same in every culture

Ans: B

Learning Objective: 1.6: Discuss the rise of symbolic thought and communication and its effect on rate of innovation in human culture.

44. As cultural products go, music is probably \_\_\_\_\_\_.

A. very old, perhaps predating modern humans

B. unimportant to human evolution

C. was a recent innovation

D. is a modern innovation

Ans: A

Learning Objective: 1.6: Discuss the rise of symbolic thought and communication and its effect on rate of innovation in human culture.

45. The Māori term “toi,” regarding things people create, provides a metaphor \_\_\_\_\_\_.

A. for preparing healthy foods

B. for how humans collectively create our existence

C. that is relevant only for Māori group members

D. that explains anthropology

Ans: B

Learning Objective: 1.6: Discuss the rise of symbolic thought and communication and its effect on rate of innovation in human culture.

46. Nation, region, town, and family represent \_\_\_\_\_\_.

A. extrinsic factors

B. historical contexts

C. dimensions of cultural variability

D. levels of analysis

Ans: D

Learning Objective: 1.7: Explain how cultural products and processes provide evidence of basic psychological parameters of culture.

47. Ethno-cultural groups, such as African American, Kosovar, Pashtun, or Māori, may need to be considered as relevant \_\_\_\_\_\_\_.

A. dimensions

B. levels of analysis

C. heuristics

D. analogies

Ans: B

Learning Objective: 1.7: Explain how cultural products and processes provide evidence of basic psychological parameters of culture.

48. When considering elements that shape culture, ecological and environmental events constitute \_\_\_\_\_\_.

A. extrinsic factors

B. levels of dimension

C. heuristics

D. analogies

Ans: A

Learning Objective: 1.7: Explain how cultural products and processes provide evidence of basic psychological parameters of culture.

49. Hui lived in 16th century Tahiti before European contact. Hugh lives in 21st century Auckland. Their lives differ in \_\_\_\_\_\_.

A. levels of dimension

B. heuristics

C. analogies

D. historical context

Ans: D

Learning Objective: 1.7: Explain how cultural products and processes provide evidence of basic psychological parameters of culture.

50. A mental shortcut used to make swift decisions is a \_\_\_\_\_\_.

A. heuristic

B. levels of dimension

C. heuristics

D. analogies

Ans: A

Learning Objective: 1.7: Explain how cultural products and processes provide evidence of basic psychological parameters of culture.

# True/False

1. That humans are born helpless and require others to teach them how to survive is part of why they are said to exist in an unavoidable state of obligatory interdependence.

Ans: T

Learning Objective: 1.1: Explain the relevance of culture to psychological research.

2. Culture is an easy concept to define.

Ans: F

Learning Objective: 1.2: Evaluate existing definitions of culture and their relevance for cultural research.

3. Pretend play is not considered an evolutionary step toward theory of mind.

Ans: F

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

4. Pretend play is a component of theory of mind shared by close evolutionary relatives including dogs.

Ans: T

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

5. If you are a member of a deme, you cannot be a member of a macrodeme.

Ans: F

Learning Objective: 1.5: Describe configurations of basic human groups.

6. Agriculture is older than music.

Ans: F

Learning Objective: 1.6: Discuss the rise of symbolic thought and communication and its effect on rate of innovation in human culture.

# Essay

1. Why are heuristics important in our lives?

Ans: Varies.

Learning Objective: 1.7: Explain how cultural products and processes provide evidence of basic psychological parameters of culture.

2. Drawing on the text’s definition, explain the key components of culture.

Ans: Varies.

Learning Objective: 1.2: Evaluate existing definitions of culture and their relevance for cultural research.

3. Why is culture difficult to define?

Ans: Varies.

Learning Objective: 1.2: Evaluate existing definitions of culture and their relevance for cultural research.

4. Explain the process of metarepresentation and provide an example.

Ans: Varies.

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.

5. Discuss whether human culture is unique. Explain your reasoning.

Ans: Varies.

Learning Objective:1.4: Identify brain structures that enable human thought and communication and relevant theories about human social interaction.