

Final Exam Guide

SECTION 1 – SHORT ANSWER QUESTIONS

Questions in this section will draw on all course material, **in particular** the textbook, but also movies shown in class, class lecture, class discussion, and Annette Weiner's text book. The Short Answer section is broken down into three sub-sections, as follows:

TRUE or FALSE: For each statement, clearly circle whether it is True (T) or False (F). (1 pt/ea; **8 pts total**).

MULTIPLE CHOICE: Select your answer by drawing a circle clearly around correct letter (1 pt/ea; **30 pts total**).

FILL IN THE BLANK: Complete each of the following sentences. (1 pt/each; **8 pts total**)

SECTION 2 – SHORT ESSAY QUESTIONS (8 pts/ea, 3 questions; 24 pts total) [suggested time: 45 min]

Here are five questions, some of them will be on the exam. You must select three (3) of the questions available on the exam, and respond in the booklet. A good answer should answer all parts of the question in a paragraph form. When using an ethnographic example from the course, do not use the same example in different answers. For example, if you plan to talk about the Nuer in Question 3, do not talk about the Nuer in Question 4. If you talk about the Trobrianders in Question 5, do not use them in Question 1, or Question 3.

Question 1. Anthropology

Culture is what links the core anthropological approaches to the study of humankind that we discussed throughout the semester. Canadian anthropologist Wade Davis reminds us "... the central revelation of Anthropology is the idea that the social world in which we live does not exist in some absolute sense, but rather is simply one model of reality." Discuss this statement in light of the course themes and what you have learned about culture. To support your response, make sure to discuss the various definitions of culture presented in Chapter Two and the lecture for Class 3, and to evaluate which definitions or approaches you find most valuable (or not) for anthropological study, and why.

Question 2. Communication

American Linguists Edward Sapir and Benjamin Lee Whorf argue: "Language is not simply an encoding process for voicing ideas and needs. Rather it is a shaping force, one that, by providing habitual grooves of expression, predisposes people to see the world in a certain way, and guides their thinking and behavior." Discuss and evaluate this hypothesis (the "Sapir-Whorf hypothesis") about the relationship between language and culture using a specific example. In your answer, you should explain the Sapir-Whorf hypothesis in greater detail, drawing on your example discuss the role of language in shaping cultural life, and the role of culture in shaping language. Your answer should evaluate the strengths and weakness of their hypothesis, drawing on the textbook and lecture for Class 4.

Question 3. Livelihood and Economy

In the film *Ongka's Big Moka*, shown in class, we watched how a New Guinea Big man struggles to accumulate huge numbers of pigs and other items of value to present at a Moka ceremony to another tribe. Drawing on this example, **or from another economic system from the textbook or class**, discuss the relationship between cultural practice, forms of livelihood, and economic systems. Your answer should identify and describe the livelihood and economic system you are discussing in some detail, and analyze

what are the roles they play in shaping cultural practices, and conversely, what are the roles of cultural practice in shaping economic life and livelihood practices.

Question 4. Religion

In the film *Witchcraft among the Azande*, shown in class, we watched how the Azande people in Sudan integrate the supernatural into their everyday lives. For the Azande, the supernatural has important practical implications in how people solve everyday problems. Drawing on this example, **or from another religion or example of the supernatural from the textbook or class**, discuss the role of religion and the supernatural in the everyday lives of its practitioners and their culture. Your answer should identify and describe the practice in some detail, and analyze the relationship between religion, the supernatural, and culture.

Question 5. Trobrianders

Describe and analyze Annette Weiner's key findings stemming from her study of the Trobrianders, and answer the question what was the significance of the differences between her study and the research originally undertaken by Bronislaw Malinowski? Your answer will include an evaluation of Weiner's key findings, and an discussion of the significance of the differences between her study and Malinowski's.

SECTION 3 – LONG ESSAY (1 essay; 30 pts total) [suggested time: 60 min]

Here are two prompts for a longer essay, one of them will be on the exam. You must select one prompts and write an essay. A good answer should answer all parts of the question in the style of an essay

Select ONE (1) prompt only & respond in the booklet in essay format:

Prompt 1: Using Culture

This course has placed particular emphasis on the importance of the core anthropological concept of culture and how this concept can help us make sense of our own society as well as societies which are different from our own. One question throughout the course has been, **what does culture mean and what can it tell us?** Answer this question in essay format through a **discussion of a situation in your own life of cultural difference**. Using what you know about culture, show your reader how the concept can help to understand the event, story, or experience you have selected. Develop your analysis by thoroughly describing the situation, and by discussing the insights that some of the core anthropological lenses discussed in class (i.e. language, communication, livelihood practices, economic systems, family, descent, marriage, and kinship practices, social groupings, political systems, religion and the supernatural, and/or art). You can get creative in your response, but be specific as well. Your answer should be in essay format and it should explore in some detail the event you are describing and the anthropological lenses you are using.

Prompt 2. The Trobrianders of Papua New Guinea and the Nuer of Sudan

From the textbook, we learned that culture is shared, learned, based on symbols, and integrated, while in lecture I emphasized the importance of cultural practice. Throughout the course, we applied these insights to looking at anthropological approaches to the study of humankind. One common thread in the course as the discussion in some detail at the Trobrianders of Papua New Guinea and the Nuer of Sudan. In an essay format, holistically (broadly) **compare and contrast** the two cultures using different anthropological lenses (kinship, economy, marriage, religion, politics, gender, age, etc.). In your essay you should describe and analyze cultural similarities and differences between the Nuer and the Trobrianders, while discussing the anthropological lenses you utilized in your comparison.