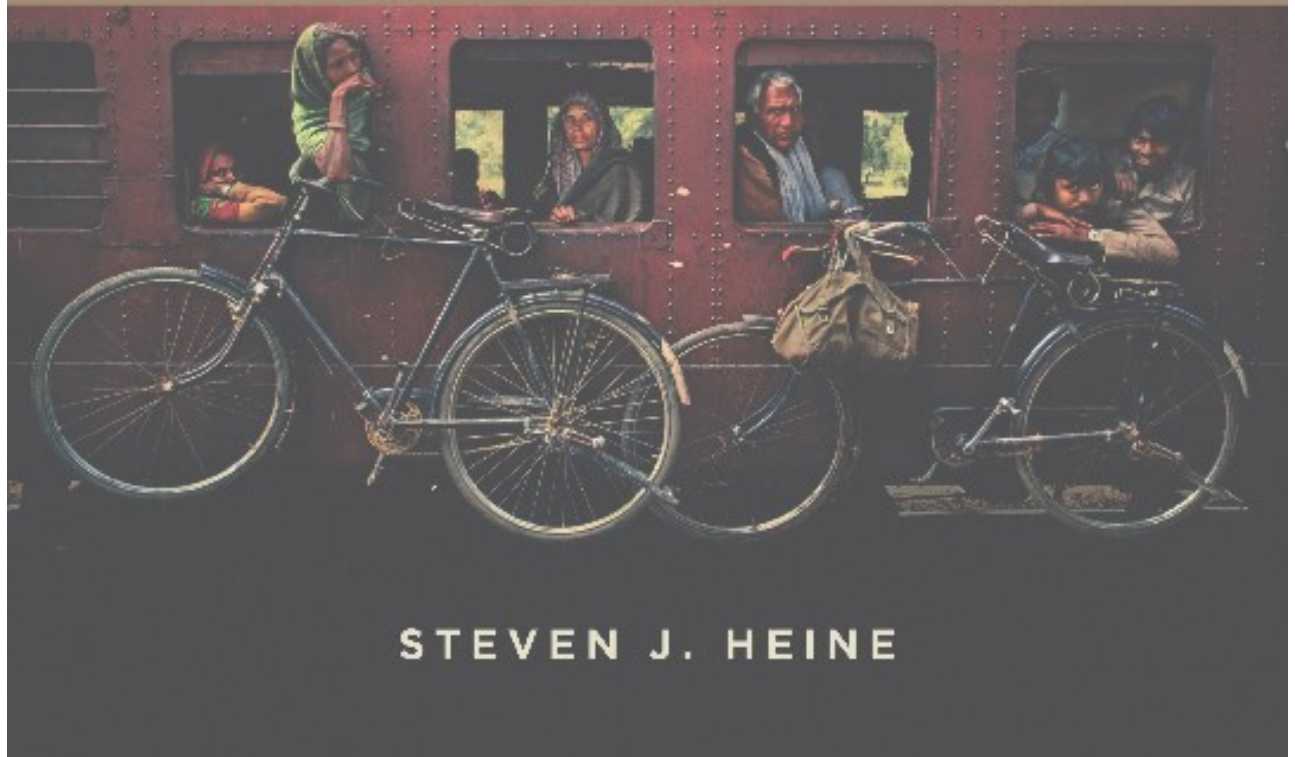


CULTURAL PSYCHOLOGY

THIRD EDITION



STEVEN J. HEINE

TEST BANK

Cultural Psychology

THIRD EDITION

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UNIVERSITY OF BRITISH COLUMBIA



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ASSESSMENT GUIDELINES BASED ON THE SCIENCE OF LEARNING

When was the last time you were pleased with the consistency and quality of the assessment supplements that come with introductory texts? If you are like most professors, you probably find that these assessment packages do not always meet your needs. To address this issue, Norton collaborated with Valerie Shute (Florida State University) and Diego Zapata-Rivera (Electronic Testing Services) to develop a methodology for delivering high-quality, valid, and reliable assessment through our test banks and extensive suite of support materials.

Our Approach

In evaluating the test banks that accompany introductory texts, we found four substantive problem areas associated with the items: (a) misclassified item types; (b) a prevalence of low-level questions that may misrepresent the goals of the course; (c) unevenly distributed topics—where trivial topics are tested via multiple items while important topics are not tested at all; and (d) links to topics that are often at a very general level, thus preventing diagnostic use of the item information.

To eradicate these issues from our test banks, we conducted a focus group to create a new model for assessment. A good assessment tool must (a) define what students need to know and the level of knowledge and skills expected of them to be competent in the concepts about which they are learning; (b) include test items that provide valid and reliable evidence by assessing the material to be learned at the appropriate level; and (c) enable instructors to accurately judge what students know and what they do not know and to what degree, allowing instructors to focus on areas where students need the most help.

Each question in this test bank measures and links explicitly to a specific competency and is written with clear, concise, and grammatically correct language that suits the difficulty level of the specific competency being assessed. To ensure the validity of the questions, no extraneous, ambiguous, or confusing material is included, and no slang expressions are used. In developing the questions, every effort has been made to eliminate bias (e.g., racial, gender, cultural, ethnic, regional, disability, age, and so on) to require specific knowledge of the material studied, not general knowledge or experience. This ensures accessibility and validity.

How It Works

The test bank authors developed questions designed to test students' knowledge of a particular learning objective from the text. By asking students questions that vary in both type and level of difficulty, instructors can gather different types of evidence, which will allow them to more effectively assess how well students understand topics.

SIX QUESTION TYPES

1. Remembering questions—Can students recall or remember the information in the same form it was learned?
2. Understanding questions—Can students explain ideas or concepts?
3. Applying questions—Can students use learned information in another task or situation?
4. Analyzing questions—Can students distinguish among the different parts?

5. Evaluating questions—Can students justify a stand or decision?
6. Creating questions—Can students create a new product or point of view?

THREE DIFFICULTY LEVELS

1. Easy questions—require a basic understanding of the concepts, definitions, and examples presented in the textbook.
2. Moderate questions—direct students to use critical thinking skills and to demonstrate an understanding of core concepts independent of specific textbook examples.
3. Difficult questions—ask students to synthesize textbook concepts with their own experiences, making analytical inferences about historical topics and more.

READING THE TEST ITEM NOTATION

Each question in the test bank is tagged with five pieces of information designed to help instructors create the most ideal mix of questions for the quizzes or exams. These tags are:

ANS: This is the correct answer for each question.

DIF: This is the difficulty assigned to the problem.

REF: This is the number of the page in the textbook from which a question is drawn.

OBJ: This is the learning objective that is tested by the question.

MSC: This is the question type (see above) that the question is designed to test.

CHAPTER 1 What Is Cultural Psychology?

LEARNING OBJECTIVES

By the end of this chapter, students will be able to:

- 1.1. Explain two ways in which culture can be conceptualized
- 1.2. Compare general psychology to cultural psychology
- 1.3. Discuss evidence supporting cultural psychology's assertion that the mind and culture make each other up
- 1.4. Define the four degrees of psychological universality
- 1.5. Understand how WEIRD samples impact the generalizability of results from psychological research
- 1.6. Contrast how the color-blind approach affects people differently than the multicultural approach
- 1.7. Explain how ethnocentrism affects our understanding of other groups' cultures
- 1.8. Describe the historical development of cultural psychology

MULTIPLE CHOICE

1. A cat teaches another cat in the same alley to hold a mouse a certain way so that the mouse can be more easily eaten. Based on the definitions of culture used in the textbook, can this example be said to be "culture"?
 - a) Yes, because the information was passed on by social learning between cats.
 - b) Yes, because a habit or practice can be said to be "culture."
 - c) Yes, because the cats belong to a group of cats from the same alley.
 - d) No, because the information was passed on in isolation.
 - e) More than one of the choices is true.

ANS: E DIF: Moderate REF: What Is Culture?

OBJ: 1.1 MSC: Evaluating

2. In an African Studies research paper that you are writing for publication, you use the word "culture" to refer to a South African people. Which of the following is NOT a challenge to using this definition of culture to indicate "South Africans"?
 - a) Some South Africans have likely been exposed to ideas from many other countries, such as the United States and China.
 - b) Present-day South Africans are likely very different from South Africans in the early twentieth century.
 - c) All South Africans share the same political and environmental contexts, leading them to have very similar experiences.
 - d) There is too much variability within the South African population to warrant a single "South African" category.
 - e) South Africa is economically very similar to its neighbor, Botswana.

ANS: C DIF: Moderate REF: What Is Culture?

OBJ: 1.1 MSC: Evaluating

3. According to the definition offered in the textbook, which of the following would NOT be a good example of "culture"?

- a) A child mimics her brother by using a tablet computer to watch a movie.
- b) A child learns how to tie her shoes from her mother.
- c) A child improves on her friend's tool by tying a rock to one end.
- d) A child figures out a novel solution to a new puzzle she has never seen before, all the while listening to her sister play the piano.
- e) A child learns to raise her hand in class to get the teacher's attention.

ANS: D DIF: Difficult REF: What Is Culture?

OBJ: 1.1 MSC: Applying

4. A chimpanzee learns from his human zookeeper to wash carrots in the artificial river in his habitat before eating them. Based on the definitions of culture used in the textbook, can this example be said to be "culture"?

- a) Yes, the information was passed on by social learning.
- b) Yes, because a habit or practice can be said to be "culture."
- c) Yes, because the chimpanzee belongs to a group of chimpanzees kept in zoos.
- d) No, because he learned the practice from a member of a different species.
- e) No, because he is the only member of his group to adopt this habit.

ANS: D DIF: Difficult REF: What Is Culture?

OBJ: 1.1 MSC: Evaluating

5. A key difference between "cultural" psychologists and "general" psychologists is that
- a) general psychologists study people whose culture has been statistically controlled for.
 - b) cultural psychologists study people from different cultures, whereas general psychologists study people from one culture.
 - c) cultural psychologists believe that the mind is interdependent with context and content, whereas general psychologists believe that the mind is independent from context and content.
 - d) general psychologists believe that people everywhere are born with similar brains, whereas cultural psychologists believe that people are born with different kinds of brains in different cultures.
 - e) general psychologists believe that experiences shape the mind, whereas cultural psychologists believe that experiences do not shape the mind.

ANS: C DIF: Easy REF: Is the Mind Independent from, or Intertwined with, Culture? OBJ: 1.2

MSC: Analyzing

6. Your friend is doing a series of visual tasks. In one task, she had to track an object sliding across the screen (slide task). In another task, she had to track an object that popped up on the screen and then disappeared (pop task). According to a brain scan taken during the tasks, her left inferior parietal lobule and right precentral gyrus showed greater activation during the slide task than during the pop task. What does this mean?

- a) Your friend found the slide task easier than the pop task.
- b) Your friend found the slide task more difficult than the pop task.
- c) Your friend was better at the slide task than at the pop task.
- d) Your friend was worse at the slide task than at the pop task.
- e) Your friend was more confused during the slide task than during the pop task.

ANS: B DIF: Moderate REF: Is the Mind Independent from, or Intertwined with, Culture? OBJ: 1.3

MSC: Applying

7. A key belief of the Sambia is that

- a) people are born homosexual and become heterosexual with experience.
- b) there are no differences between women and men, so both women and men engage in warfare.
- c) the primary purpose of sexual activity is for pleasure, so they try to maximize the amount of pleasure for each person.
- d) heterosexual intercourse and pregnancy are not related.
- e) boys become men by acquiring semen from older boys and men.

ANS: E DIF: Easy REF: Case Study: The Sambia

OBJ: 1.3 MSC: Remembering

8. In the Sambian context, the cultural emphasis on boys to go through rituals such as piercing their noses and thrashing them with sticks suggest that, for the Sambia,

- a) men must work hard to maintain their innate maleness.
- b) women need to work toward obtaining a femaleness essence.
- c) pain is not associated with masculinity.
- d) masculinity is something that boys gain from certain behaviors.
- e) there is also a strong emphasis on sexuality being rigid and unchangeable.

ANS: D DIF: Moderate REF: Case Study: The Sambia OBJ: 1.3 MSC: Remembering

9. According to the Sambia,

- a) men can get *jerungdu* from certain trees.
- b) femaleness is acquired.
- c) men can produce semen, while boys must acquire it.
- d) heterosexuality is a positive part of life.
- e) maleness is innate.

ANS: A DIF: Difficult REF: Case Study: The Sambia

OBJ: 1.3 MSC: Remembering

10. After an exhaustive study, you find no cultural variation across all samples explored in terms of sleeping in a tree at night. This finding would best be labeled as a(n)

- a) nonuniversal.
- b) existential universal.
- c) functional universal.
- d) accessibility universal.
- e) conditional universal.

ANS: D DIF: Easy REF: Psychological Universals and Levels of Analysis OBJ: 1.4

MSC: Understanding

11. Which of the following levels of psychological universals was NOT proposed by Norenzayan and Heine?

- a) statistical universal
- b) nonuniversal
- c) accessibility universal
- d) existential universal

e) functional universal

ANS: A DIF: Easy REF: Psychological Universals and Levels of Analysis OBJ: 1.4

MSC: Remembering

12. All cultures congratulate their members' achievements to make them feel good about themselves, but some cultures are much more willing to do this than others. According to Norenzayan and Heine, what is this an example of?

- a) existential universal
- b) accessibility universal
- c) functional universal
- d) nonuniversal
- e) conditional universal

ANS: C DIF: Easy REF: Psychological Universals and Levels of Analysis OBJ: 1.4

MSC: Understanding

13. Assume that the act of giving gifts to neighbors has been documented in every culture that exists in the world. Which of the following is definitely true about the act of gift giving?

- a) It does not lead to evidence for cultural differences.
- b) It serves the same purpose across all cultures.
- c) It happens more in some cultures than in others.
- d) It solves the same evolutionary problem in all cultures.
- e) It is not a nonuniversal.

ANS: E DIF: Easy REF: Psychological Universals and Levels of Analysis OBJ: 1.4

MSC: Analyzing

14. Your research team found evidence that people in multiple cultures walk with their shoes on their heads, but this "shoe-on-head" way of walking is activated for different reasons across cultures. This would be evidence of a(n)

- a) nonuniversal.
- b) existential universal.
- c) functional universal.
- d) accessibility universal.
- e) conditional universal.

ANS: B DIF: Moderate REF: Psychological Universals and Levels of Analysis OBJ: 1.4

MSC: Understanding

15. People from all cultures use umbrellas, but in some cultures umbrellas are used only to block rainwater, whereas in other cultures umbrellas are used only to block the sun. The use of umbrellas across cultures would thus be classified as a(n)

- a) statistical universal.
- b) nonuniversal.
- c) accessibility universal.
- d) existential universal.
- e) functional universal.

ANS: D DIF: Moderate REF: Psychological Universals and Levels of Analysis OBJ: 1.4

MSC: Understanding

16. You grew up learning that nodding your head means “yes,” and most people you know do the same; however, you recently learned that people in some cultures nod their heads when they mean to say “no.” Nodding your head would thus be characterized as a(n)
- a) existential universal.
 - b) functional universal.
 - c) nonuniversal.
 - d) accessibility universal.
 - e) statistical universal.

ANS: A DIF: Difficult REF: Psychological Universals and Levels of Analysis OBJ: 1.4

MSC: Understanding

17. Celebrating birthdays is a functional universal. This means that in two cultures, the purpose of birthdays is _____ across the cultures and how important birthdays are is _____ across the cultures.
- a) different; the same
 - b) different; different
 - c) the same; the same
 - d) the same; different
 - e) There is not enough information to answer this question.

ANS: A DIF: Difficult REF: Psychological Universals and Levels of Analysis OBJ: 1.4

MSC: Applying

18. You review all of the studies that you’ve done in your career and realize that they all use WEIRD samples. Based on this characteristic of your samples, which of the following challenges is the most applicable to your work?
- a) determining universality
 - b) countering ethnocentrism
 - c) getting *jerungdu*
 - d) overcoming the Müller-Lyer illusion
 - e) defining culture

ANS: A DIF: Easy REF: The Psychological Database Is Largely WEIRD OBJ: 1.5

MSC: Analyzing

19. You want to raise your child so that she will not be susceptible to the Müller-Lyer illusion. Based on what the textbook discusses as being the reason for why some people are more susceptible to this illusion than others, what should you do to make your child less susceptible to it?
- a) Train her and drill her on it as soon as she can talk.
 - b) Remove her from North America.
 - c) Raise her in an environment without corners.
 - d) Find a place with a high point of subjective equality, and make sure to raise her somewhere else.
 - e) This cultural difference is genetically inherited, so little can be done to make one less susceptible.

ANS: C DIF: Easy REF: The Psychological Database Is Largely WEIRD OBJ: 1.5

MSC: Applying

20. Jarad wants to make sure that he does not raise children who are susceptible to the Müller-Lyer illusion. As such, he should
- first establish whether that susceptibility is an existential universal.
 - adopt the perspective of a general psychologist.
 - make sure his children are low on ethnocentrism.
 - raise his children in places where corners are uncommon.
 - put his children through the Russian cultural-historical school of psychology.

ANS: D DIF: Moderate REF: The Psychological Database Is Largely WEIRD OBJ: 1.5

MSC: Applying

21. You decide to start a new research project investigating the universality of drinking alcohol. To do so, you investigate two different cultures from two different continents (the Netherlands and Canada). You find evidence that people in both countries drink beer to the same extent and for the same reasons. Which of the following conclusions can you make about drinking alcohol?
- It is an accessibility universal.
 - It is a functional universal.
 - It is an existential universal.
 - It is a nonuniversal.
 - No definite conclusion can be made.

ANS: E DIF: Easy REF: Psychological Universals and Levels of Analysis • The Psychological Database Is Largely WEIRD OBJ: 1.4 • 1.5

MSC: Analyzing

22. The boss of a company in the United States has instituted a new policy requiring all interactions between workers, who are predominantly white Americans, to take a culture-blind approach. This means that the
- boss wants the workers to treat each other as individuals, with individual experiences and individual histories.
 - boss belongs to the Russian culture-historical school.
 - ethnic minority workers will be more engaged with their work than they were before the new policy was instituted.
 - boss wants the workers to focus on aspects of psychology that are considered nonuniversals.
 - white American workers will act in less prejudicial ways toward ethnic minority workers.

ANS: A DIF: Moderate REF: Why Should We Study Cultural Psychology? OBJ: 1.6

MSC: Understanding

23. As the incoming CEO of a company where people of different ethnicities work in the same workspace, you have been given the task of creating a positive and friendly work environment. This means that people of different ethnicities should have trust in the company and have positive emotions toward each other. To do so, you plan to give a speech. According to the textbook, which of the following is the ideal approach to take in that speech?
- “There are no racial differences here—only one human race.”
 - “Treat everyone the same—as a friend—to make this workplace a friendlier place.”
 - “Everyone is special and brings his or her uniqueness to the table. We should treasure and treat everyone similar-

ly.”

- d) “Company parties every Friday night!”
- e) “Every race brings a different piece of the puzzle that, together, will help us accomplish great things.”

ANS: E DIF: Difficult REF: Why Should We Study Cultural Psychology? OBJ: 1.6 MSC: Applying

24. Which of the following is an example of ethnocentrism?

- a) “I grew up eating fish raw, but people from Culture X like to eat fish cooked. Different countries just have different food preferences.”
- b) “I do not understand. How come we keep dogs as pets, but people from Culture X keep llamas as pets?”
- c) “Those people from Culture X are weird. Rather than using forks to eat like we do, like people are supposed to, they like to pick things up using sticks to eat.”
- d) “We should be more tolerant of different ethnicities, and make that the key goal of the company.”
- e) “Some cultures are better than others—that is a fact.”

ANS: C DIF: Moderate REF: You Are a Product of Your Own Culture • Why Study Cultural Psychology?
OBJ: 1.6 • 1.7 MSC: Applying

25. Which of the following statements about ethnocentrism is true?

- a) It is necessary for clearer definitions of what constitutes a cultural group.
- b) It is when a person can use multiple cultural standards by which to judge behaviors.
- c) It means that behaviors that do not seem normal tend to be viewed as less desirable.
- d) It suggests an understanding that what may be natural to one may not be natural to others.
- e) It suggests an understanding that one takes a purely objective perspective when examining cultural differences.

ANS: C DIF: Easy REF: You Are a Product of Your Own Culture OBJ: 1.7
MSC: Understanding

26. While chatting over coffee with your friend, you overhear someone say, “I don’t understand how those Hindus let cattle wander around their cities and not eat them. Where I come from, cattle are raised, branded, and then turned into steak and burgers. What the Hindus do just isn’t normal.” Which of the following does this situation best demonstrate?

- a) segregation
- b) ethnocentrism
- c) integrationism
- d) discrimination
- e) assimilationism

ANS: B DIF: Moderate REF: You Are a Product of Your Own Culture OBJ: 1.7 MSC: Analyzing

27. Your friend subscribes to the notion that people interact with their environments through the human-made ideas that have been passed down to them over time. Your friend is most likely to be associated with which of the following?

- a) Wilhelm Wundt’s *Elements of Folk Psychology*
- b) the Russian cultural-historical school
- c) culture and personality studies
- d) early theories in social psychology
- e) Jerome Bruner and the launching of the cognitive revolution

ANS: B DIF: Moderate REF: Where Does Cultural Psychology Come From? OBJ: 1.8

MSC: Analyzing

28. The Russian cultural-historical school emphasized that

- a) mind and culture are mutually constituted.
- b) a culture is the sum of its members' individual personalities.
- c) the mind has a universal layer and a culturally specific layer.
- d) people interact with their environments via culturally acquired tools.
- e) the psychological effects of cultural learning are best evident by contrasting people from different historical periods.

ANS: D DIF: Moderate REF: Where Does Cultural Psychology Come From? OBJ: 1.8

MSC: Remembering

29. What did the cognitive revolution NOT entail?

- a) rejection of behaviorism
- b) a revival of cultural psychology
- c) a focus on the mind
- d) an emphasis on meanings that people derive from their surroundings
- e) moving away from stimulus-response relations

ANS: B DIF: Moderate REF: Where Does Cultural Psychology Come From? OBJ: 1.8

MSC: Remembering

30. Who is credited with laying out the theoretical foundations for cultural psychology?

- a) Wilhelm Wundt
- b) Jerome Bruner
- c) Lev Vygotsky
- d) Solomon Asch
- e) Richard Shweder

ANS: D DIF: Difficult REF: Where Does Cultural Psychology Come From? OBJ: 1.8

MSC: Remembering

SHORT ANSWER

1. The Chinese abacus is a cultural invention that leads to the use of a hexadecimal numeral system (i.e., base 16, rather than the base 10 numeral system commonly used throughout the world). Therefore, the hexadecimal numeral system is a very unique cultural practice that few other cultures have. Choose the position of either a general psychologist or a cultural psychologist; then, as your chosen psychologist, generate an explanation for the capacity to use the hexadecimal numeral system.

ANS: Answers will vary. DIF: Moderate

REF: Is the Mind Independent from, or Intertwined with, Culture? • Psychological Universals and Levels of Analysis

OBJ: 1.2 • 1.4

MSC: Creating

2. Choose the position of either a general psychologist or a cultural psychologist; then, as your chosen psychologist, generate an explanation for cultural variability in susceptibility to the Müller-Lyer illusion.

ANS: Answers will vary. DIF: Moderate

REF: Is the Mind Independent from, or Intertwined with, Culture? • The Psychological Database Is Largely WEIRD

OBJ: 1.2 • 1.5

MSC: Creating

3. Name each degree of universality based on Norenzayan and Heine's model. For each degree of universality, provide one example for each degree, and justify why your examples are relevant for each level.

ANS: Answers will vary. DIF: Difficult

REF: Psychological Universals and Levels of Analysis

OBJ: 1.4 MSC: Creating

4. Most companies in multicultural societies such as Canada and Great Britain are staffed with people from different cultural backgrounds. The best approach in dealing with group differences in terms of fostering work engagement and trust toward the company is the _____.

ANS: Multicultural approach DIF: Easy

REF: Why Should We Study Cultural Psychology?

OBJ: 1.6 MSC: Analyzing

5. Your new job in a culturally diverse company requires you to figure out how to deal with this cultural diversity in such a way that yields the most benefits for the company. Your two options are to take the color-blind approach or the multicultural approach. Choose one, and justify your response based on the research presented in the textbook.

ANS: Answers will vary. DIF: Moderate

REF: Why Should We Study Cultural Psychology?

OBJ: 1.6 MSC: Evaluating