

Final exam study guide

The final exam is worth 25% of the course grade, or 250 points. It emphasizes material from the readings and lectures starting with “Naturalizing inequality: Social race and gender” through the end of the course. To discuss these subjects, you will have to use some general and theoretical concepts and terms that were introduced earlier in the course, such as culture, construction, adaptation, system, meaning, emic/etic, ideology, and so on.

The final exam has the same format as the midterm. It consists of written questions that you will answer in a blue book. Bring one or two. I like the 8 ½ x 11 size, but smaller ones are OK. You will answer your choice of 7 questions from a list of 9 that call for a short answer of one to a few phrases or sentences that identify or define a term, briefly explain a concept, etc.; 4 questions from a list of 6 that call for a few sentences; and 3 questions from a list of 5 that call for one to a few paragraphs. The questions involve concepts and examples from the readings and class discussions. Some may ask you to apply ideas from the class to new material.

I look for clear, logical, complete explanations, supported by examples and evidence where appropriate. Try to define, explain, and give examples as fully as possible. When a question has several parts, be sure to address them all. Your job is to show that you understand the issues and the answer. Especially in the medium and longer answers, the more correct and relevant things you have to say, the more credit you are likely to get.

There will also be some map questions. The test includes a world map like the one on the midterm. You will mark the locations of places, ethnic groups, cultural practices, and so on. You should be able to locate all the places, groups, and so on that have appeared in the Powerpoint map slides from the “Naturalizing Inequality” lecture onwards.

Suggestions: Review the readings, lecture notes, and slides. Identify the important points and arguments of each. Figure out why the authors are discussing a given example. What do they want you to learn from it? Imagine or actually practice explaining the concepts so that someone not in this class would understand them. Try to illustrate with real examples from the reading, or cases that you know from the news, other courses, etc.

You should be able to explain and use the terms and concepts listed below.

arbitrary social/cultural construct	egocentric concept of	coessential animal
hierarchy	personhood	sex
naturalizing inequality	sociocentric concept of	gender
social race	personhood	intersex
white privilege	coessential animal	sexual orientation
cognitive dissonance	age set	third gender
marked category	positive identity	berdache
unmarked category	negative identity	purdah
systemic racism	othering	hijab
Hutterites	rite of passage	descent
identity toolbox	liminal state	kinship, kin

sororate, levirate	Tibetan fraternal	supernatural
nuclear family	polyandry	myth
fictive kinship	Ju/'hoansi marriage	animism
Ju/'hoansi kinship and naming	practices	polytheism
extended family	sign	monotheism
family of orientation	icon	Shinto
family of procreation	index	mana
patrilineal descent	symbol	fetish
matrilineal descent	reference; referent	taboo
bilateral descent	phonetics	ritual
descent group	phoneme	magic
matrilineage	syntax, grammar	imitative magic
patrilineage	morpheme	contagious magic
clan	minimal pair	witchcraft
totem	cultural transmission	Koran (Qur'an), Hadith,
virilocal (patrilocal)	social learning	Sunna
uxorilocal (matrilocal)	productivity of language	Torah, Talmud
neolocal	displacement	millennial movement
incest	duality of patterning	revitalization movement
first-cousin marriage	call system	Handsome Lake religion
exogamy, endogamy	Sapir-Whorf hypothesis	Ghost Dance
monogamy, serial monogamy	focal vocabulary	cargo cult
polygamy	sociolinguistics	syncretism
polygyny	code switching	interpretive drift
polyandry	style shifting	rationalization
bridewealth/brideprice	diglossia	secondary elaboration
bride service	linguistic performance	appeal to authority
dowry	AAVE, BEV, ebonics	alternative standard of
partible vs. impartible inheritance	SE, Standard English	truth
primogeniture	dialect	globalization
Mosuo walking marriage	religion	

- Different kinds of hierarchies and ways hierarchies can be naturalized
- Gender relations, gendered divisions of labor, and gender hierarchies of power
- Friedl's theory about how gender hierarchy is constructed in different societies
- Functions and interpretations of hijab and its changing popularity
- Construction of identity, with specific examples from the course
- Social construction of gender roles, with examples from the course
- Varieties of marriage and incest rules
- Forms of marriage in different societies; emic and etic views of why different marriage and residence systems make sense in different societies
- Genealogical notation: be able to read, draw, and use genealogical charts to discuss marriage and residence practices, incest, social interactions between kin, etc.
- Features of language; distinguishing it from other behavior or communication
- Language or language-like communication among non-human primates, with examples

- How language is a categorizing system, and how that relates to culture and thought; with illustrations such as those involving color
- The Sapir-Whorf hypothesis; illustrations involving vocabulary and grammar
- Concepts and issues surrounding BEV and the Oakland school district Ebonics episode
- Gender differences in language use; practical implications of them; explanations of how they might arise
- Functions of religion, magic, and ritual (not all the same!)
- Ju/'hoansi religion and healing beliefs and practices; Azande witchcraft beliefs, American baseball players' magical practices, etc.
- Proposed explanations concerning religion, magic, and/or witchcraft; ritual; cargo cults; revitalization movements; etc.
- Role of ritual and other factors in creating and maintaining beliefs
- Nature and impacts of globalization (article about sushi, and Lee, chapter 12); responses to globalization (as in the Kayapo and Ju/'hoansi cases)
- Course themes and examples in Chavez (*Shadowed Lives*): culture as adaptation; culture as system; construction of identity; rite of passage (separation, transition, incorporation); liminality; naturalizing inequality; othering; framing an issue; etc.

Example short answer questions:

What is meant by "White privilege"?

What is a symbol?

Example medium-length answer questions:

List and briefly explain the stages of a rite of passage.

Explain the concept of "duality of patterning", and why it said to be a necessary feature of language.

Example longer questions:

Explain what is meant by the notion that identity is socially constructed. How does this construction occur? Discuss some ways in which individuals contribute to this process, and some social rituals that can be involved. Illustrate with at least two specific examples, explaining how they contribute to the construction of identity.

Explain some ways in which people come to hold their beliefs and maintain them, using the concepts of ritual, interpretive drift, Gmelch's analogy to pigeon conditioning, and other ideas from the course.

Example map questions (accompanied by a world map):

Mark and label where the Maasai of Kenya live.

Mark and label a region where polyandry is routinely practiced.

Mark and label Melanesia.