

volatile intersections of a multi-ethnic cast, [struggling] to overcome their fears as they careen in and out of one another's lives.”

*Virtual Field Trips* (www.care.org). Interactive websites with photos, stories, and journal entries depicting field experiences in many countries (Ghana, Peru, Mali, Nepal, Haiti, Bolivia, and more).

#### Things to Do and Think About

1. Keep a log or diary for two weeks noting the variety of cultural topics reported in the media. Include any relevant newspaper or magazine articles as examples. Analyze these incidents in terms of the various themes presented in this chapter.
2. Interview someone of a cultural background different than your own. Ask about family structure and relationships, educational settings, social activities, foods, and other topics you may find interesting. Compare and contrast this person's culture with your own. In what ways does the material in this chapter help to explain the similarities and differences?

#### Test Questions: Multiple Choice

1. Berry, Poortinga, & Pandey (1997) provided the following definition for one of the concepts central to this class, “the systematic study of relationships between the cultural context of human development and the behaviors that become established in the repertoire of individuals growing up in a particular culture.” This defines
  - a. developmental sociology.

- b. cross-cultural psychology.
- c. human development.
- d. cultural anthropology.

Answer: b

Topic/Concept: What is Cross-cultural human development

Difficulty Level: Easy

Skill Level: Understand

2. The author of the text argues that cross-cultural psychology would be of greater benefit if many different types of social scientists collaborated to develop theories and conduct research. Which of the following social science fields is most relevant to cross-cultural psychology?
- a. social work
  - b. political science
  - c. anthropology
  - d. biology

Answer: c

Topic/Concept: Cross-cultural human development and the other social sciences

Difficulty Level: Moderate

Skill Level: Understand

3. E.B. Tylor, the first anthropologist to define the term “culture,” referred to it as
- a. the values and beliefs societies pass down from one generation to the next.

- b. that complex whole which includes knowledge, belief, art, morals, laws, customs, and any other capabilities and habits acquired by man as a member of society.
- c. the shared beliefs and customs that members of a given society view as important in sustaining identity.
- d. the totality of societal norms derived from historical and social customs and beliefs.

Answer: b

Topic/Concept: What is cross-cultural human development

Difficulty Level: Easy

Skill Level: Understand

4. In a comprehensive overview of cross-cultural psychology, Berry, Poortinga, Segall, and Dasen (2002) identified three goals for the field. The first involves
- a. testing or extending the generalizability of existing theories and findings.
  - b. analyzing the literature and summarizing the conclusions.
  - c. discussing the limitations of current research findings.
  - d. identifying the major confounds in cross-cultural theory.

Answer: a

Topic/Concept: Some important themes

Difficulty Level: Easy

Skill Level: Understand

5. Which of the following involves studying behaviors of multiple cultures from *outside*

the system, and compares/contrasts features using criteria thought to be absolute or universal?

- a. emic approach
- b. etic approach
- c. homogeneous approach
- d. none of the above

Answer: b

Topic/Concept: A cross-cultural perspective

Difficulty Level: Moderate

Skill Level: Analyze

6. Brian, Michael, and Jennifer, as part of their senior thesis, are conducting a cross-cultural study of rites of passage among young Native American adults. They have already met the first two goals of the cross-cultural research method as outlined in the text. They are about to embark on the third goal of cross-cultural research, which is
- a. comparing culture-specific behaviors.
  - b. generalizing comparative research findings.
  - c. combining research findings from one cross-cultural study with those of related studies conducted in other cultures.
  - d. integrating findings in such a way as to generate a more universal psychology applicable to a wider range of cultural settings and societies.

Answer: d

Topic/Concept: Goals of the field

Difficulty Level: Moderate

Skill Level: Apply

7. One of the many goals of the Human Genome Project was to
- clarify legal issues related to genetic manipulation in humans.
  - explain cultural influences on genotypes.
  - change randomly occurring genetic mutations in a deliberate scientific effort.
  - map the DNA sequence included in the human organism.

Answer: d

Topic/Concept: Some important themes: Human Genome Project

Difficulty Level: Easy

Skill Level: Understand

8. According to Gardiner, one of the benefits of conducting cross-cultural research that cannot be overlooked is the notion that
- cross-cultural researchers can gather regularly at international meetings to discuss the latest research findings.
  - the number of independent and dependent variables to be investigated can be greatly increased in a cross-cultural design.
  - cross-cultural research findings can be used to generalize across cultures.
  - countries participating in cross-cultural research can become increasingly interdependent.

Answer: b

Topic/Concept: Some important themes: A cross-cultural perspective

Difficulty Level: Moderate

Skill level: Evaluate

9. Hasari is conducting a cross-cultural project looking at the frequency with which preschool children share toys and how sharing is related to parental involvement during play. In this study, the independent variable is
- parental involvement.
  - sharing of toys.
  - number of toys shared.
  - none of these

Answer: a

Topic/Concept: Some important themes: A cross-cultural perspective

Difficulty Level: Moderate

Skill Level: Apply

10. In Hasari's study, the dependent variable is
- parental involvement.
  - the type of toys shared.
  - sharing of toys.
  - none of these.

Answer: c

Topic/Concept: Some important themes: A cross-cultural perspective

Difficulty Level: Moderate

Skill Level: Apply

11. Azuma (2005) asserts that “traditional culture” no longer exists. Rather, he introduces a new concept that considers the interaction and influential forces that occur *between* cultures. He refers to this type of culture—one that goes beyond nationality, geography, class, and ethnicity—as
- a. ethnocentrism.
  - b. functional culture.
  - c. globalization.
  - d. pop culture.

Answer: b

Topic/Concept: What is cross-cultural human development

Difficulty Level: Easy

Skill Level: Understand

12. An important consideration for anyone doing cross-cultural research in human development is *ethnocentrism*. Gardiner defines this anthropological term as
- a. the belief that ethnicity is the most important cultural variable.
  - b. the belief that tribal social structure is basic to all humanity.
  - c. the belief that one’s culture is superior to others.
  - d. the belief that one’s ethnic group has historical land rights.

Answer: c

Skill Level: Understand

15. Hana and Ahmed are studying for their final exam in cross-cultural human development.

Hana correctly describes Bronfenbrenner's ecological model to Ahmed as

- a. a framework for understanding how various aspects of a culture guide the developmental process by focusing on the child as the unit of analysis within his sociocultural setting or context.
- b. a model for integrating various levels of interaction between culture and the individual.
- c. a theoretical foundation for appreciating how historical and cultural factors influence human development across the life span.
- d. a paradigm for illustrating how a child and her environment interact with genetic predisposition.

Answer: a

Topic/Concept: Some important themes: The ecological model

Difficulty Level: Easy

Skill Level: Understand

Test Questions: Short Answer Essay

1. Marcus comes to you for help. He needs to give an oral presentation in class on the developmental niche concept. He plans to discuss how the developmental niche can be



used in cross-cultural human development research. Based on your understanding of Chapter 1, what would you suggest Marcus say? Be sure to include examples.

Topic/Concept: Developmental niche model

Difficulty Level: Moderate/difficult

Skill Level: Evaluate

2. As a developmental psychologist interested in studying the impact of culture on gender identity, explain how the life span perspective might be used to gather data. Give examples.

Topic/Concept: Life span perspective

Difficulty Level: Moderate/difficult

Skill Level: Analyze

3. Think of a profession apart from academia, for example, in the business world, professional sports, or a service industry. Consider how your increased knowledge and understanding of cross-cultural human development could be an asset to you on the job. Give at least one specific example of a practical application of this knowledge in your “chosen” profession.

Topic/Concept: What is cross-cultural human development: practical applications

Difficulty Level: Moderate

Skill Level: Apply