CONTENTS

Introduction........................................................................................................ 1

Part I: Assignments and Exercises................................................................. 1

   Country Assignments.................................................................................. 1
   Corporate Assignments.............................................................................. 2

Part II: Discussion Topics.............................................................................. 4

   Chapter 1: Constructing the Consumer......................................................... 4
   Chapter 2: The Laborer in the Culture of Capitalism.................................... 5
   Chapter 3: The Rise and Fall of the Merchant, Industrialist, and Financier.... 5
   Chapter 4: The Nation-State in the Culture of Capitalism............................ 6
   Chapter 5: Population Growth, Migration, and Urbanization....................... 6
   Chapter 6: Hunger, Poverty, and Economic Development............................ 7
   Chapter 7: Environment and Consumption................................................. 7
   Chapter 8: Health and Disease..................................................................... 8
   Chapter 9: Indigenous Groups and Ethnic Conflict ..................................... 8
   Chapter 10: Peasant Protest, Rebellion, and Resistance............................... 9
   Chapter 11: Anti-Systemic Protest.............................................................. 10
   Chapter 12: Religion and Anti-Systemic Protest.......................................... 10
   Chapter 13: Solving Global Problems: Some Options and Courses of Action... 11

Part III: Test Questions.................................................................................... 12

   CHAPTER 1: CONSTRUCTING THE CONSUMER............................................... 13
   CHAPTER 2: THE LABORER IN THE CULTURE OF CAPITALISM.............................. 15
   CHAPTER 3: THE RISE OF THE MERCHANT, INDUSTRIALIST, AND FINANCIER..... 17
CHAPTER 4: THE NATION-STATE IN THE CULTURE OF CAPITALISM

PART TWO THE GLOBAL IMPACT OF THE CULTURE OF CAPITALISM: INTRODUCTION
CHAPTER 5: POPULATION GROWTH, MIGRATION, AND URBANIZATION
CHAPTER 6: HUNGER, POVERTY, AND ECONOMIC DEVELOPMENT
CHAPTER 7: ENVIRONMENT AND CONSUMPTION
CHAPTER 8: HEALTH AND DISEASE
CHAPTER 9: INDIGENOUS GROUPS AND ETHNIC CONFLICTS

PART THREE RESISTANCE AND REBELLION: INTRODUCTION
CHAPTER 10: PEASANT PROTEST, REBELLION AND RESISTANCE
CHAPTER 11: ANTI-SYSTEMIC PROTEST
CHAPTER 12: RELIGION AND ANTI-SYSTEMIC PROTEST
Chapter 13: SOLVING GLOBAL PROBLEMS: SOME OPTIONS AND COURSES OF ACTION

Answer Key to Test Questions

INTRODUCTION

Few subjects require students and instructor's to keep up with current affairs quite as much as the study of global problems and issues. Economic, political, and social events can alter global dynamics without even sophisticated intelligence services being forewarned; an Islamic revolution in Iran, a peasant revolt in Mexico, the collapse of currencies in Asia, the testing of nuclear devices in India can quickly change global political, social, and economic arrangements. In fact, as *Global Problems and the Culture of Capitalism* emphasizes, perpetual growth and change is one of the dominant characteristics of our culture.

To assist students and instructors deal with global change, we have established a web site *The Study of the Global Expansion of Capitalism* (http://www.plattsburgh.edu/legacy/ or http://faculty.plattsburgh.edu/richard.robbins/legacy/default.htm) to provide supplementary material for the book. The website includes an Online reader (http://faculty.plattsburgh.edu/richard.robbins/legacy/global_problems_reader_frames.htm) with articles to supplement each of the book chapters, and sites arranged according to the chapters of the book, links to resources on countries, maps, and corporations, as well as links to news sources, including mainstream media (e.g. *International Herald Tribune, New York Times, Christian Science Monitor*), alternative media sources (e.g. *Newswatch, Green Leaf Weekly, People’s Tribune*), and international media sources (e.g. *Africa News Online, South China Morning Post*). New sites are continually being added online where you will also find links to search engines, and general resources relating to global issues and the study of anthropology.

The site also contains materials to encourage discussion, along with exercises that relate to the subject matter of the book. In addition, new material is constantly being added to the site to assist instructors and students in the study of global problems. This handbook also contains suggestions for instructors based on the author's experience in teaching a course, *Anthropological Perspectives on Global Issues*. A syllabus for that course is available at http://www.plattsburgh.edu/legacy/global.htm.
PART I: ASSIGNMENTS AND EXERCISES

COUNTRY ASSIGNMENTS

An effective way to involve students in the subject matter of the course is to assign to each a specific country on which they must report either in writing or in discussion. I required each student to prepare a three to five page paper on selected topics addressed in the book, generally giving them a choice as to which topics they would address. Thus they were asked to prepare five papers on conditions in their countries from among nine or ten topics (e.g. population growth, poverty and hunger, environmental change, health and disease, etc.) I also required all to prepare a paper on the economic history of their country.

Country assignments can be used in various ways depending on the level of the students, the number of students in the class, and the pedagogical style preferred by instructors. For example, for group work, students can be grouped by regions to discuss and report on regional similarities and differences regarding specific problems. They can be asked to discuss in their groups what kinds of solutions they might propose or adopt to alleviate or address specific problems, or discuss measures actually taken in their countries. To promote class discussion outside of groups, students can be asked to come prepared to propose solutions to problems, or simply to summarize conditions in their countries. Instructor's can also supplement this discussion by having students play The World Game at the World Game Institute on the web at http://www.libertynet.org/~wgi/index.html. Better yet, arrange for a visit from the Institute and play the World Game live.

CORPORATE ASSIGNMENTS

Global Problems and the Culture of Capitalism devotes a considerable amount of discussion to the role of multinational or transnational corporations in our lives. It discusses also the extent to which the actions of corporations are either masked from us or carefully presented to cast corporate actions in as favorable a way as possible. There are, after all, more public relations specialists in America than there are journalists and reporters. For this reason one of the most effective assignments I used involved assigning each student a specific corporation. To involve them a little more with the exercise, I gave each student a hypothetical $100,000 to invest in the corporation I assigned them. For that reason, I tried to ensure that each corporation was listed on the New York Stock Exchange. I then asked them to follow their investment for from two to three months to see how their investment fared.
In addition, however, they were asked to prepare a three to five page report on the business practices of their corporations; that is they were asked to consider the economic, social, and environmental costs of their corporations doing business. Resources for the reports were made available on the web site at http://www.plattsburgh.edu/legacy/anth_web_resources.html#corporate_information.

The object of the exercise is not to bash corporations (however justified it may be in some instances), but rather to illustrate the extent to which the consequences of doing business can be detrimental to people (particularly in the periphery) and the environment, and the difficulty for corporations, given their primary responsibility to investors, to be otherwise.
PART II: DISCUSSION TOPICS

To further promote class discussion, I used what were called "thesis statements" that students were asked to come prepared to discuss. From my experience, it is best to ask them to prepare in writing a paragraph for each statement. An instructor can then select at random someone to begin the discussion, asking others to hand in their written statements. They can also be used for group inquiry or as exam or study questions. The following statements are those that I used in the Spring of 1998. New or revised statements are available on the course website at http://www.plattsburgh.edu/legacy/thesis_statements.html.

Chapter One: Constructing the Consumer

Thesis Statement 1:
American culture, and Western culture in general, may be characterized as the culture of capitalism, or more specifically consumer capitalism and American society may be characterized as the society of perpetual growth.

Thesis Statement 2:
The core premise of the culture of consumer capitalism is that commodity consumption is the source of well-being.

Thesis Statement 3:
The central roles on the culture of capitalism are the consumer, the laborer, and the capitalist, each operating according to a set of rules orchestrated and enforced by the nation-state.

Thesis Statement 4:
The culture of capitalism and the society of perpetual growth require for their maintenance the exploitation of most of the world’s resources and peoples.

Thesis Statement 5:
It is central to the successful operation of the culture of capitalism that the consumer be segregated or masked from the consequences of his or her lifestyle on the laborer, on the environment, and on the way of life of those whose degradation makes his or her life possible.
Chapter 2: The Laborer in the Culture of Capitalism

Thesis Statement 6:
Profit in a capitalist culture comes largely from the capitalist’s control of the surplus value of labor.

Thesis Statement 7:
The whole process of capital investment, making a profit, finding the cheapest labor, and so on, represents what Karl Marx called commodity fetishism in which the real source of profits and the non-economic consequences of capitalism are largely hidden from view.

Thesis Statement 8:
Racism and sexism are direct consequences of the process of the segmentation of labor, and the requirement in the culture of capitalism to provide a ready source of cheap labor.

Thesis Statement 9:
There is an inherent tendency of laborers to resist the discipline imposed on them by capitalists.

Thesis Statement 10:
As in the creation of the consumer, children are among the main victims in the process of the creation of the laborer.

Chapter 3: The Rise and Fall of the Merchant, Industrialist, and Financier

Thesis Statement 11:
In the course of the expansion of the culture of capitalism, there has been a growing concentration of wealth in fewer and fewer hands, a concentration that is the direct result of the workings of the capitalist economy.

Thesis Statement 12:
In the course of the development of the culture of capitalism, there has been a marked change in the organization of capital and how it is controlled. The result is that only a few organizations control vast wealth and are able to dictate the nature of social, political, economic, and cultural life.

Thesis Statement 13:
One of the dominant historical trends has been the growing integration of the global economy, to the extent that anything that happens in one area of the world has repercussions in all others.
Thesis Statement 14:
In the process of providing financial support to stricken economies, the IMF is essentially reducing the risks of international financial investors, while, at the same time, transferring the suffering to ordinary citizens of stricken countries.

Chapter 4: The Nation-State in the Culture of Capitalism

Thesis Statement 15:
The most important function of the nation-state in the culture of capitalism is the regulation of trade and commerce within and without its borders, and to provide for the orderly production, distribution, and sale of commodities.

Thesis Statement 16:
In order to provide the economic integration required for the smooth functioning of the economy, the modern state must convince its populace that they share a common culture or destiny. This is accomplished largely through the state control of mandatory education.

Thesis Statement 17:
Those individuals and groups that call into question the myth of the nation-state or who refuse to be assimilated into it are generally subject to extermination; or as Pierre L. van den Berghe said, “The terror and horror of mass genocidal killing are not aberrations of the modern state; they are in the very nature of it. We live in an era of routine holocausts.”

Thesis Statement 18:
The nation-state will soon be replaced by new institutions, the most important being the transnational corporation.

Chapter 5: Population Growth, Migration, and Urbanization

Thesis Statement 19:
"Slums, ..., are characterized by insecurity of tenure, a lack of basic services, especially water and sanitation, inadequate and sometimes unsafe building structures, overcrowding, and location on hazardous land." From: the most comprehensive study of slums was pioneered by the World Bank

Thesis Statement 20:
Most of the problems faced by Peripheral or undeveloped countries, such as poverty, hunger, and environmental destruction, are the consequences of excessive population growth.

Thesis Statement 21:
The specter of population growth is a device used in the culture of capitalism to shift the blame for global problems to their victims, and to obscure the real cause, perpetual and uneven economic growth.

Thesis Statement 22:
Family structure and the status of women in society are the prime determinants of fertility and population growth.

**Chapter 6: Hunger, Poverty, and Economic Development**

Thesis Statement 23:
Since food in the culture of capitalism is simply one of hundreds of thousands of commodities, hunger is largely a matter of people not having enough money to purchase it.

Thesis Statement 24:
The evolution of agriculture in the culture of capitalism is characterized by the steadily increasing concentration of agricultural wealth (land and factors of production), and the growing dependency of the many on the few.

Thesis Statement 25:
The fact that people are staving to death because they haven’t the money to buy food is obscured by calling starvation “malnutrition,” and treating it as a medical problem.

Thesis Statement 26:
The idea of economic development is a product of high modern ideology. It represents an uncritical acceptance of the idea of scientific and technological progress, and an unrestrained faith in the wisdom of core economic, scientific, and technological principles.

Thesis Statement 27:
The major solution to hunger is by building entitlements and focusing on the economic well-being of women.
Chapter 7: Environment and Consumption

Thesis Statement 28:
There exists a global environmental crisis, and consumption or consumerism (overdevelopment and the culture of capitalism) is the major, if not the only, cause.

Thesis Statement 29:
Our consumption needs, and even our eating habits, are formed largely to fill the needs of economic expansion and maintain the society of perpetual growth.

Thesis Statement 30:
It is not only impossible to sustain the culture of capitalism at its present rate of consumption, but the expansion of that culture and its consumption habits to other areas of the globe will vastly accelerate environmental collapse.

Thesis Statement 31:
The problem is that when nation-states have had a choice between growth and environmental destruction, they almost always choose growth. The major goal of government, as presently defined, is to advance trade and do whatever it takes to maintain economic growth.

Chapter 8: Health and Disease

Thesis Statement 32:
Every culture or age has its characteristic illness and disease; for the culture of capitalism, characteristic diseases are those linked to poverty, hunger, and environmental devastation, and the increasing disparity in wealth between the rich and the poor.

Thesis Statement 33:
From a microbial perspective, the culture of capitalism has created the ideal environment for the development and spread of infectious disease.

Thesis Statement 34:
AIDS, above all illnesses, is the signature disease of the culture of capitalism.

Thesis Statement 35:
It is likely that within the next two decades, the world will experience a plague not unlike those that swept Europe in the fourteenth century, and, perhaps, not unlike that which stuck the New World at the time of European contact.
Chapter 9: Indigenous People, Groups and Ethnic Conflicts

Thesis Statement 36:
The cultures of indigenous peoples are vulnerable to destruction from capitalist expansion partially because their way of life differs so significantly from that in the culture of capitalism.

Thesis Statement 37:
A careful examination of the conditions of indigenous peoples before and after their incorporation into the world market economy, leads to the conclusion that their standard of living is lowered, not raised, by economic progress--and often to a dramatic decline. This is perhaps the most outstanding and inescapable fact to emerge from the years of research that anthropologists have devoted to the study of culture change and modernization. (Emphasis added) John Bodley

Thesis Statement 38:
If, instead of needy dependents living largely outmoded ways of life, we appreciate the resemblance between indigenous societies and a modern, socially responsible corporation that carefully manages its resources, provides well for its workers, and plans for the long-term rather than the short term, we are better able to appreciate why indigenous societies can’t survive.

Thesis Statement 39:
If we examine cases of purported “ethnic conflict” we generally find that it involves more than “ancient hatred;” even the “hatreds” we find are relatively recent, and constructed by those ethnic entrepreneurs taking political advantage of situations rooted in colonial domination and fed by neo-colonial exploitation.

Thesis Statement 40:
There are some who view capitalism and democracy as incompatible. The inevitable unequal division of wealth leads to the emergence of leaders who seek to turn one group against another using the political arena to gain power. Others see that as too simple a view and insist that economic policies that exaggerate economic divisions must be considered. What evidence is there to support each of these views?

Chapter 10: Peasant Protest, Rebellion, and Resistance

Thesis Statement 41:
Capitalism is revolutionary in the sense that to foster perpetual growth, it must constantly revolutionize the factors of production, promote ever increasing consumption, and, consequently, regularly modify patterns of social, political, and economic relations.
Thesis Statement 42:
In the development of the culture of capitalism, there have been winners and there have been losers. Among the biggest losers are peasant or small-scale agriculturists, and, along with them, those dependent on wage labor, most women, most children, along with other groups who have been deprived of steady and viable employment.

Thesis Statement 43:
The goal of most peasant resistance is not necessarily to overthrow a system of oppression or domination, but, rather, to survive. The usual goal of peasants is “working the system to their minimum disadvantage.” — James Scott

Thesis Statement 44:
Colonial oppressors are apt not to recognize the suffering their oppression causes, and generally see protest as the illegitimate actions of a few.

Thesis Statement 45:
Given the structure of the modern economy, peasant or small-scale agriculture cannot survive.

Chapter 11: Anti-systemic Protest

Thesis Statement 46:
The various forms of social protest such as workers organizations and strikes, national liberation, civil rights, feminist, militia, environmental, and fundamentalist religious movements can all be understood as reactions to the expansion of the culture of capitalism.

Thesis Statement 47:
Virtually all social protest may be seen as emerging from the two world revolutions, the one in 1848 and the one in 1968.

Thesis Statement 48:
Labor protest tends to emerge in industries that are marginally profitable, and that try to squeeze a profit by minimizing wages and scrimping on any safety measures that require capital expense.

Thesis Statement 49:
The subjugation of women is rooted in the patterns of economic exploitation endemic to the culture of capitalism.

Thesis Statement 50:
In spite of global movements to ease the plight of indebted countries, they still stagger under levels of debt that make it impossible for them to respond to the basic needs of their citizens.
Chapter 12: Religion and Anti-systemic Protest

Thesis Statement 51:
Religious anti-systemic movements seek either the removal or destruction of what they believe is an immoral culture, a withdrawal from it, or the forceful or voluntary adoption of people of a new way of life.

Thesis Statement 52:
Indigenous religious movements, such as the Full Witness Apostolic Church of Zion movement among the Tshidi in South Africa, serve as a refuge and emblem for those who are marginalized by the expansion of capitalist culture.

Thesis Statement 53:
The cultures represented by large-scale fundamentalist religious movements remain the only legitimate challengers to the global domination of capitalist culture.

Thesis Statement 54:
Religious violence is largely a consequence of fringe religious groups that have little in common with mainstream religious views.

Chapter 13: Solving Global Problems: Some Options and Course of Action

Thesis Statement 55:
How can economic growth be detrimental? It creates jobs, products, profits and dividends. It is supposed to promote democracy, end poverty, and lead to greater social equality.

Thesis Statement 56:
Economic growth is sustained by converting non-monetary capital into money.

Thesis Statement 57:
Is it possible to add to our personas of consumers, laborers, and capitalists the persona of citizen-activist whose interests lie in building natural, political, and social capital even if it comes at the expense of economic growth and GNP?

Thesis Statement 58:
Is it possible to commit ourselves to save people or the planet if there is no sense of an intrinsic purpose or meaning to life?
INTRODUCTION TO PART 1:

TRUE OR FALSE QUESTIONS

1. The relations between capitalists, laborers, and consumers, are tied together by the pursuit of money.

2. The culture of capitalism is best thought of as the interactions among consumers, laborers, capitalists and the nation-state tied together by the pursuit of money.

3. Money is best conceptualized as simply a standardized means of exchange.

4. GDP is a measure of the value of all goods and services produced and sold over a given period of time.

5. Credit money requires backing by some commodity of recognizable value.

6. The U.S. Federal Reserve was created to limit control and stabilize the money supply.

MULTIPLE CHOICE QUESTIONS:

1. Commodity or fiat money is ________.
   a) backed by nothing more than the guarantee of the state
   b) backed by the promise of banks to exchange it for gold
   c) a kind of money first used by the indigenous peoples of Oceania
   d) refers only to money contained in checking accounts

2. Bills and coins make up about ________.
   a) 50-60% of the total money supply
   b) 5-10% of the total money supply
   c) 100% of the money supply
   d) 15-20% of the money supply
SHORT ANSWER OR ESSAY QUESTIONS

1. How has money functioned to maintain perpetual economic growth?

2. What is the difference between commodity money and fiat money, and why is the distinction important?

3. Discuss the reasons why credit money may be seen as a modern-day philosopher’s stone.

4. How does the economy work to convert nonmonetary goods into goods and services that money can buy?

CHAPTER 1: CONSTRUCTING THE CONSUMER

TRUE OR FALSE QUESTIONS

1. In a capitalist culture, people have an innate drive to accumulate goods and it is this which drives them to work hard.

2. Prior to the early twentieth century, the American culture emphasized frugality and people were expected to save their money, only buying necessities. Consumerism is a product of the twentieth century.

3. The concept of “fashion” revolutionized marketing by creating a desire to replace owned goods with new goods because of a wish to be “up-to-date” rather than because of necessity or wear.

4. In the culture of capitalism, the story of Santa Claus is an idealization of all facets of capitalism, depicting an idealist view of the consumer, the laborer and the capitalist as a happy coalition of benevolence.

5. Children’s literature has not been able to be used as an instrument to create the impulse to consume as children tend to look for moral lessons in their stories.

MULTIPLE CHOICE QUESTIONS

1. As part of a healing ceremony, Navajo sandpainters created a representation of the universe in order to help the ill return to his/her proper place in the world. In capitalism, contemporary sandpainters __________.
a. are consumers who have been induced to purchase commodities by people such as advertisers, entertainers, marketing specialists and others in a capitalist culture
b. are those in the society who create a consumer society in which buying commodities becomes the duty of the consumer
c. express values through stories and chants associated with their cultural heritage in an attempt to restore harmony to the world
d. are expressionist artists

2. The foundation for the construction of the consumer was laid in the 1890's as a result of __________.
   a. urbanization which created a need to buy goods
   b. the movement of settlers into the Western territories creating a need for goods to take with them
   c. the evolution of the department store as a place to display goods
   d. the display of bulk goods

3. An important feature in the creation of the consumer society helped to "mask the inequality, poverty, and labor conflict" which was occurring at the turn of the century. This feature was __________.
   a. the discounting of prices by means of weekly sales
   b. service, which made the consumer feel like a guest
   c. the development of chain stores which allowed all consumers access to such stores
   d. attention to detail

4. Disney has created the ultimate Mecca of consumerism. The Disney kingdoms have rewritten history as "it should have been" and created fantasy lands where the imagination can soar. Disney __________.
   a. is a place designed for the entertainment of children
   b. separates the consumer from the negative side of capitalism
   c. is a universal attraction, designed for all people regardless of income
   d. separates money from profit

5. India and China, the two most populous countries on earth __________.
   a) are rapidly being converted into consumer societies
   b) are still unable to supply their citizens with consumer goods
   c) are attempting to become consumer societies, but have economic growth rates well below the wealthy countries
   d) have consciously rejected the consumer model of economic growth

SHORT ANSWER AND/OR ESSAY QUESTIONS

1. The culture of capitalism encourages the __________ to accumulate profit, the __________ to accumulate wages and the __________ to accumulate goods.
2. What is meant by "the arousal of free-floating desire"?

3. In what ways did 1) educational and cultural institutions, 2) government agencies and 3) financial institutions of American society adapt their functions to promote consumption?

4. Discuss the relationship between the story of the Wizard of Oz and consumerism.

5. What is meant by the term "kinderculture"?

6. Within a period of approximately thirty years, children's lives changed dramatically. They went from being workers to the pillars of the consumer economy. How did this change occur?

7. What is some of the evidence that China and India are quickly adopting the culture of capitalism?

CHAPTER 2: THE LABORER IN THE CULTURE OF CAPITALISM

TRUE OR FALSE QUESTIONS

1. The capitalist's view of money is similar to that of the Colombian peasant in that both views exhibit a belief that money has a life of its own.

2. Migration became an important factor in the development of capitalism because it kept the cost of labor low.

3. In the culture of capitalism, ethnic and racial groups were unified because they were all part of the laboring class.

4. The theories of Karl Marx formed the basis for socialism and served as a blueprint for union organizers.

5. Factories which have moved their assembly operations from core to peripheral countries have brought about the entrance into the labor market of young women because traditionally women in these countries work harder than men.

MULTIPLE CHOICE QUESTIONS

1. The laborer, a person who survives by selling his or her labor __________.
   a. has been the basis of all economies throughout history
   b. exists only in capitalist societies and plays no part in socialist societies
c. is historically a recent phenomenon evolving from the growth of capitalism
d. is no more than a shill in the capitalist system

2. It is imperative to keep the cost of production as low as possible in order to
maximize profits because__________.
   a. investors must receive a high return as an incentive to not take their money
      elsewhere
   b. enterprises must assure enough profit to reward laborers
   c. it allows them to create new markets in peripheral countries by paying workers
      higher wages which allow them to purchase the products they produce
   d. they can be used for necessary environmental cleanup

3. The working class which emerged from the British economy was unlike any before it
because__________.
   a. it received a fair share of the profits produced by their labor
   b. it was mobile, segmented by various characteristics, subject to discipline and
      militant
   c. it was made up of free men, unlike previous laborers who were serfs and slaves
   d. indentured servants were the earlier labor force

4. The revolution which began in France in 1848 and spread into parts of Europe
__________.
   a. was a struggle for power among European aristocrats
   b. was a religious struggle against birth control brought on by the writings of
      Malthus which blamed the high birth rate of the poor for poverty
   c. expressed conflict between the rich and the poor
   d. after the beheading of the ruling class

5. The relocation of industries from core to peripheral countries usually occurs because
__________.
   a. labor intensive industries can control the price of labor by exploiting the cheap
      labor available in peripheral countries
   b. wages paid to workers in the peripheral countries allow them to buy the products
      which they produce, thus creating new markets
   c. they cannot find enough workers in the core countries and are forced to look to
      the peripheral countries to provide labor to meet the demand for their products
   d. shipping costs have been reduced to a minimum in the last twenty years

SHORT ANSWER AND/OR ESSAY QUESTIONS

1. What is meant by the terms "use value" and "exchange value"? Give examples of
both.
2. The five major components of capitalism are commodities, money, labor power, means of production and production. Explain the relationship between these using a capitalist enterprise as an example.

3. What is meant by the hypothetical device called a "black box" in the culture of capitalism? What are some of the consequences of this system?

4. What is "commodity fetishism" and what purpose does it serve?

5. Discuss the concept of time and its relationship to the culture of capitalism. What effect does this have on society?

6. How are discipline and control used by managers to maintain a reliable source of labor?

CHAPTER 3: THE RISE AND FALL OF THE MERCHANT, INDUSTRIALIST, AND FINANCIER

TRUE OR FALSE QUESTIONS

1. The seventeenth century was an era of mercantilism during which much wealth was sent abroad to expand the colonies and huge amounts of foreign goods were imported.

2. It is thought that the industrial revolution took off in England because the wars had left the country with a shortage of laborers, making it necessary to find alternate methods of production.

3. Colonialism and conflict weakened the European colonial powers and after WWI, the United States emerged as the leading economic power in which new types of factory organizations, the corporations, developed.

4. Corporations, initially formed to limit the liability of the capitalist, drew the suspicion of some economists because of the vast power they had and their ability to manipulate the markets.

5. African slavery was not a European invention, but was transformed by the export of slaves from Africa to the European colonies.

MULTIPLE CHOICE QUESTIONS
1. A global merchant setting out on a journey to trade in the early 1400's would probably have set his course for __________.
   a. Hispaniola
   b. South Africa
   c. China
   d. north Africa

2. A trader leaving China with goods he had purchased for trade __________.
   a. would follow the sea route to Iran, cross land, then continue by sea to Italy
   b. would avoid the sea routes because of the danger from pirates
   c. would return to Europe by land, trading goods for gold on the return trip
   d. would return by sea due to time constraints

3. Forming trading companies was the most profitable way to conduct trade in the 1700s because __________.
   a. they were private enterprises made up of members from many countries which gave them the ability to expand their trade globally
   b. they paid fewer taxes than independent traders
   c. they were given trade privileges and military protection by the state which chartered them
   d. they were strongly protected by the world’s great navies

4. In 1873 a depression which was felt throughout the industrialized countries of the world showed that growth and expansion of capitalism could only continue __________.
   a. by forcing China to reopen trade with Europe and the Americas
   b. by building more efficient factories and decreasing the need for human labor
   c. by expanding into and colonizing previously untouched areas of the world
   d. with the plundering of the environment

5. The rise in exports of such goods as coffee, cotton and sugar from the colonies __________.
   a. was a type of exploitation termed unequal exchange
   b. benefited the laborers in the colonies by providing employment
   c. allowed the economies of the colonized countries to develop and grow economically
   d. was called sugar diplomacy

SHORT ANSWER AND/OR ESSAY QUESTIONS

1. What is meant by the term "capitalist" and what is his or her function in the culture of capitalism?
2. What made Italy the center of European and Mediterranean trade during the early ages of the development of capitalism? Why was it so important and how did it aid in the global expansion of trade?

3. In the 1400’s there were many barriers to commerce and trade. What types of barriers existed? What happened at the end of this period that led to the expansion of trade?

4. Eric Wolf referred to demographic changes in the New World as "the great dying". What did he mean by this and how is it related to the expansion of capitalism?

5. How did capitalists transform the culture of England to gain control of production during the industrial revolution?

6. What action by the Supreme Court paved the way for the development of the culture of capitalism as we know it today? What was the result of this action?

7. A review of the performance of the Bretton Woods Institution's performance since their inception was not favorable. Use examples to explain why they have been criticized.

CHAPTER 4: THE NATION-STATE IN THE CULTURE OF CAPITALISM

TRUE OR FALSE QUESTIONS

1. The nation-state began thousands of years ago in the form of kinship groups or tribes.

2. The function of the nation-state in the culture of capitalism is to protect the operation of free markets by ensuring a policy of nonintervention in the marketplace.

3. The homogenization of language and culture allowed education to become the greatest agent of nationalism.

4. It is believed that transnationalism and migration will strengthen the nation-state by creating a sense of "the other" within the state’s own borders.

5. The existence of the nation-state is critical for the success of multinational corporations.
MULTIPLE CHOICE QUESTIONS

1. Many theories of the reasons for the development of states suggest that __________.
   a. they are based on kinship or tribal groups and are an attempt to maintain the autonomy of such groups within specified boundaries
   b. they were formed to combine smaller states with similar cultures into larger groups to afford them more power
   c. they were formed to maintain social order and allow social growth and development
   d. they were formed to restrict killing, both inside and outside of the state, as the prerogative of the state.

2. At the beginning of the 1900's, states were faced with political and economic problems due to a lack of integration among the institutions and groups within them. As a solution to these problems __________.
   a. nation-states were constructed
   b. military force was used to force colonies to assimilate
   c. religious and ethnic tolerance was encouraged
   d. fascist organizations were constructed

3. State officials in France sought to eliminate what was conceived of as an ideological threat to the state and began the transition to the nation-state by __________.
   a. equalizing taxes for all regions to eliminate conflict
   b. making Catholicism the national religion
   c. eliminating linguistic and cultural diversity
   d. executing its hereditary leadership

4. Van den Berghe says that the nation-state is a myth perpetuated by international bodies such as the United Nations and by scholars and that the perpetuation of the myth resulted in __________.
   a. in rapid globalization as nation-states tried to ally themselves with similar nation-states
   b. genocide being legitimized in the interests of building the nation-state
   c. in the autonomy of the indigenous populations within the nation-state
   d. great levels of warfare that are completely unnecessary and counterproductive to the world’s economy

SHORT ANSWER AND/OR ESSAY QUESTIONS

1. The essential elements of the culture of capitalism are the consumer, laborer, capitalist and the nation-state. What are the functions of the nation-state which have contributed to the growth of the culture of capitalism?
2. Define the terms "state" and "nation-state" and discuss their similarities and differences.

3. What part did colonialism play in the development of the nation-state?

4. Is the modern state an agent of genocide and ethnocide? Support your answer with examples.

5. In what ways are transnational corporations a threat to the future of the nation-state?
PART 2: INTRODUCTION

TRUE OR FALSE QUESTIONS

1. The market is a highly inefficient way of distributing valuable resources.

2. Wal-Mart stores are an excellent example of the market operating as efficiently as it can.

3. Generally, as the sticker prices of items go down, externalized costs go up.

MULTIPLE CHOICE QUESTIONS

1. Market externalities refer to __________.
   a) positive and negative side-effects of the market
   b) events that occur outside the market
   c) events having to do with the conversion of foreign exchange
   d) external costs not counted in the profit of a company

2. For the market to operate as Adam Smith proposed, the following conditions must exist: __________.
   a) the ability of people to exert demand, competition between those supplying goods and services, and access to information regarding goods and services
   b) remarkable sales skills by a superior sales staff
   c) creative marketing, packaging, and the ability to project need
   d) forceful marketing, along with creative sales ability

SHORT ANSWER OR ESSAY QUESTIONS

1. What is meant by Polanyi’s paradox?

2. Using Wal-Mart as a model of the market, evaluate their practices, both in trade and marketing. Are they efficient? Are their actions sustainable? Is the consumer ultimately satisfied, or are their other circumstances to take into account?

CHAPTER 5: POPULATION GROWTH, MIGRATION, AND URBANIZATION

TRUE OR FALSE QUESTIONS
1. The governments of most countries believe that they must maintain a growth rate of just over 2% to provide a supply of workers necessary to achieve economic development.

2. A capitalist economy is driven by the consumption of commodities, therefore, the greater the population, the greater the demand will be for goods and services, resulting in higher economic development.

3. Malthus believed that the growing poverty he saw was an indirect result of the industrial revolution. Workers were being replaced by machines and unable to provide for their families.

4. Frequency of births is determined by the availability of modern contraceptive methods.

5. Population regulation is best determined by adopting a global perspective rather than making decisions based on local economic and social conditions.

MULTIPLE CHOICE QUESTIONS

1. China succeeded in lowering population growth, while attempts to do so in India failed. As a result __________.
   a. economic growth and standard of living is higher in China indicating that population growth must be controlled in order for advancement
   b. both countries do well economically indicating that population growth alone is not the only factor which influences economic growth
   c. India cannot grow enough food to feed its people because its population is too high
   d. India’s economy collapsed

2. A study of production and consumption done by the United Nations indicates __________.
   a. that in populations with low life expectancy, production exceeds consumption
   b. that countries with aging populations cannot have high rates of economic development
   c. that as life expectancy increases, output increases to exceed consumption
   d. that one in five people over-consumes and that they all live in the United States

3. Eugenicists believe that poverty must be confronted with population control. They believe that poverty __________.
   a. is caused because there are more people than the earth’s carrying capacity can support
   b. is caused by competition for scarce goods and resources
   c. is a consequence of faulty genes
d. causes methylation of DNA and thus behavioral problems

4. Mortality rates may be affected by economic need, and abortion and infanticide may occur in societies __________.
   a. that do not have access to modern birth control
   b. where there is a preference for male or female children
   c. that have not yet become industrialized
   d. where starvation is always close at hand

5. Studies of fertility among the hunting and gathering populations, the French Canadian settlers, and the Irish indicate that __________.
   a. societies were able to adjust birth rates to adapt to the social and economic environment in which they existed
   b. these populations had lower life expectancies, because lack of birth-spacing led to poverty and famine
   c. when population density was low, more land could be devoted to agriculture, and enough food could be grown to eliminate famine
   d. societies were not able to make adjustments to birth rates or mortality rates

SHORT ANSWER AND/OR ESSAY QUESTIONS

1. What do Malthusians believe is the relationship between population and hunger?

2. What is meant by the term carrying capacity? Discuss whether we can determine a carrying capacity for humans, and support your answer using what you have learned from the chapter.

3. In the 50's and 60's, Western governments became concerned about population growth in the periphery. What were the concerns they expressed and their recommendations for dealing with these concerns.

4. Some social scientists believe that the demographic transition theory is ethnocentric in many of its assumptions. Do you agree? Support your answers with examples.

5. It has been assumed by groups like the Malthusians that birth spacing was only achieved with the introduction of modern birth control methods. Support of refute this assumption.

CHAPTER 6: HUNGER, POVERTY, AND ECONOMIC DEVELOPMENT

TRUE OR FALSE QUESTIONS
1. Population has grown as such a rapid pace during the past 40 years that the world cannot produce enough food to prevent famines from occurring.

2. Increased technology in agriculture has decreased the need for labor resulting in higher profits which created affluence among the small farmers.

3. Modern agriculture and food processing methods decrease the need for fossil fuels because they are much more efficient than labor intensive modes of food production.

4. A study of famine in Malawi showed that cultural and societal factors affect entitlements often causing selective starvation.

MULTIPLE CHOICE QUESTIONS

1. Famine is caused by __________.
   a. food insufficiency
   b. exceeding local carrying capacity
   c. the inability to buy or grow food
   d. decrease in the carrying capacity of the land

2. Conversion from swidden to plow agriculture __________.
   a. altered gender roles
   b. produced less food
   c. allowed more leisure time for families
   d. resulted in the immediate transformation of social systems to include the development of the state

3. The reduction of the number of people in agriculture and the subsequent concentration of wealth __________.
   a. has created monopolies that have raised the food prices causing hunger
   b. has driven wages up in the agricultural sector
   c. keeps food prices and wages low in both the industrial and agricultural sectors
   d. keeps food prices low and wages high

4. The green revolution __________.
   a. developed hybrid crops that used water more efficiently, thereby decreasing the need for irrigation in drier climates
   b. ran into problems, because the new plants required greater inputs of energy, making them too costly for small farmers
   c. helped to save the small family farms
   d. resulted in mass famine just as human populations were expanding
5. The attempts at rapid economic development by many countries such as Brazil
__________.
   a. increased GNP and raised the standard of living for all of the country's citizens
   b. gave the countries more control of international markets for commodities such as sugar and coffee
   c. forced many subsistence farmers to leave their land to seek jobs in urban areas where most ended up in slums
   d. have forced more and more people to abandon their farms and move onto communes

SHORT ANSWER AND/OR ESSAY QUESTIONS

1. Studies indicate that hunting and gathering societies had adequate nutrition and enjoyed better health than agricultural societies. Why did they convert to agriculture to sustain themselves?

2. Compare swidden agriculture with plow and irrigation agriculture. Why would one be chosen over the other? What are the positive and negative aspects of both?

3. What does the term neocaloric mean? What changes have occurred in the transition from early farming to modern agriculture using the neocaloric perspective?

4. What determines how much and what kinds of food are produced? Give examples to support your answer.

5. Sen says that food is acquired through entitlements. What are the entitlements to which he refers and how does this perspective help us to understand why hunger occurs?

6. According to James Scott, why has the goal of economic development for peripheral countries largely failed?

7. It is estimated that 25-35% of all children suffer from nutritional deficiencies and/or hunger in the United States, which has large surpluses of food. Use what you have learned in this chapter to explain why this is occurring in one of the richest countries in the world.

CHAPTER 7: ENVIRONMENT AND CONSUMPTION

CHAPTER REVIEW

TRUE OR FALSE QUESTIONS
1. There is little chance that consumption patterns in core countries will change significantly because consumption is a main element in the culture of these countries.

2. People have a natural craving for sugar that resulted in the expansion of the sugar industry in order to satisfy the need for sugar in their diets.

3. Authorities drew attention to sugar by attributing medicinal qualities to it, thus creating the demand among the general population.

4. Traditional raising and consumption of beef was very damaging to the environment because it monopolized land that could be used to grow crops.

5. The American beef industry emerged from England's desire to remain competitive with industries in other countries.

MULTIPLE CHOICE QUESTIONS

1. The greatest factor in environmental alteration has been __________.
   a. the automobile  
   b. industrialization  
   c. consumption  
   d. agriculture

2. Gross National Product (GNP), considered the most important measure of economic growth, measures the __________.
   a. well being of the general population as determined by the increased production of goods and services  
   b. country's market share of a commodity  
   c. success of a consumer society to consume goods and services  
   d. regression of GDP

3. Environmentalists list population, technology, and consumption as the main causes of environmental pollution. The least attention is given to __________.
   a. population  
   b. technology  
   c. consumption  
   d. agriculture

4. The British government helped to create a huge increase in the production and consumption of sugar by __________.
   a. invading new lands on which to grow cane  
   b. opening markets in India and China for the sale of sugar  
   c. removing tariffs on sugar and abolishing slavery  
   d. taking active measures to increase demand
5. One of the greatest innovations in meat packing was ___________.
   a. the grading of meat
   b. the assembly line
   c. shipping cattle to market by rail
   d. the new type of paper for wrapping meat

SHORT ANSWER AND/OR ESSAY QUESTIONS

1. It takes 4-6 hectares of land per person to maintain the consumption patterns of core countries, yet there are only 1.7 hectares of productive land per person in the world. How does a country such as the United States continue to see annual increases in GNP?

2. Why is less attention paid to consumption as a major cause of environmental pollution? What effect would addressing this issue have on core and peripheral countries?

3. In the culture of capitalism, an overproduction of commodities occurs. Why does this occur, what is the solution most industries attempt, and how is this related to environmental degradation?

4. What is meant by the "spin-off effects of commodities"? Use examples and show the relationship to environmental pollution.

5. What effect does the pattern of consumption in the United States have on the environment in peripheral countries?

CHAPTER 8: HEALTH AND DISEASE

TRUE OR FALSE QUESTIONS

1. It may be possible to make pathogens less lethal by making it more difficult for them to transmit from one host to another.

2. The human immune system has the ability to adapt quickly enough to make microbial mutations harmless.

3. The domestication of farm animals has made animal to human transmission of pathogens much less likely to occur.

4. The rapid urbanization of today will not breed the health problems seen with early urbanization, because modern medicine prevents such problems from occurring.

5. The pollution of the oceans by humans creates breeding grounds for microbes, which then multiply and evolve into new resistant strains that are then reintroduced into the human population, causing epidemics of new forms of old diseases.

MULTIPLE CHOICE QUESTIONS

1. Hunting and gathering societies were most often infected by pathogens, because __________.
   a. they lived in small groups that were widely scattered
   b. they had interfered with the pathogen’s non-human host
   c. they had inadequate nutrition which weakened their immune systems
   d. they had been stung by insects

2. Diseases such as plague, tuberculosis, cholera, leprosy, and syphilis benefited from the growth of cities, because __________.
   a. population density was greater, making it easier for microbes to spread
   b. people in cities had fewer morals than those in rural areas
   c. there were fewer doctors per person in the cities than in rural areas
   d. sanitation was non-existent

3. In less developed countries, modern farm methods such as damming waterways to provide irrigation __________.
   a. improve the health of all in the area by allowing more grains to be grown
   b. create wealth that improves the community’s living conditions
   c. often create environmental change that leads to disease
   d. improve health by supplying clean water

4. In many countries the spread of AIDS was impacted greatly by __________.
   a. tourism
   b. the importing of meat products
   c. the prevalence of large populations of gay people
   d. the prevalence of mosquitoes

5. The reaction of the United States to the AIDS pandemic __________.
   a. brought a rapid response by the governments of the world community to find the cause and stem the spread of the disease
   b. was directed at those responsible for the outbreak and spread of the disease
   c. created resentment and denial because of accusation, blame, and racism, which hampered the investigation into the cause of the disease
   d. brought out the best in people at the time
SHORT ANSWER AND/OR ESSAY QUESTIONS

1. Four things must happen for us to die of an infectious disease. Discuss how the culture of capitalism helps these four things (listed below) to happen:
   a. we must come into contact with a pathogen or vector of disease
   b. the pathogen must be virulent
   c. the pathogen must invade the body's immune system
   d. the pathogen must be able to circumvent the measures that society has developed to prevent it from doing harm

2. Discuss the relationship between monoculture farming and drug-resistant pathogens. How has the culture of capitalism created this relationship?

3. What are some of the negative consequences to health that have occurred as a result of the transition from hunting and gathering to sedentary agriculture?

4. What effect has the culture of capitalism had on labor that makes it instrumental in the transmission of AIDS?

5. Why was the United States slow to respond to the outbreak of AIDS and what was the initial reaction to the disease by government institutions such as the Center for Disease Control?

CHAPTER 9: INDIGENOUS GROUPS AND ETHNIC CONFLICT

TRUE OR FALSE QUESTIONS

1. Indigenous populations create a dilemma for the nation-state because they are both part of and separate from the nation-state.

2. The horrors inflicted on the indigenous people during the early years of colonialism and the establishment of frontiers gradually ceased as the nation-state developed.

3. Indigenous populations that resisted colonialism were often destroyed by the use of military force.

4. Because governments recognize the right of indigenous peoples to own the land they inhabit, the land and the resources that might be found there have been protected from outside interests.

5. Practices such as agroforestry which are used by indigenous populations like the Guarani, sustain the environment but also make them targets for colonization.
MULTIPLE CHOICE QUESTIONS

1. The Indonesian government developed nutrition programs for their indigenous populations __________.
   a. to ensure adequate nutrition despite the poverty in which they live
   b. to use surplus crops that would otherwise drive down market prices
   c. as a method of assimilation
   d. as a measure of individual control

2. The first step in the destruction of an indigenous culture __________.
   a. is the introduction of modern commodities
   b. occurs when they agree to sell tribal lands to governments
   c. is the establishment of a frontier
   d. is the introduction of urban pathogens by the non-native interlopers

3. After the military subdued the indigenous people, the nation-state would establish political control __________.
   a. by organizing free elections based on European models
   b. by imposing a military government
   c. through direct or indirect rule of the population
   d. through methods of severe repression

4. The final step in the destruction of the indigenous, their integration into the economy of the nation-state, was usually accomplished __________.
   a. by providing funds with which they could begin small businesses and become capitalists
   b. by providing jobs for them
   c. through forced labor
   d. by voluntary placement into one of several labor categories

5. In her book, World On Fire (2003), Amy Chua attributes ethnic violence to
   a) resentment against market-dominant minorities
   b) historic rivalries between ethnic groups
   c) neo-liberal economic reforms
   d) economic collapse

SHORT ANSWER AND/OR ESSAY QUESTIONS

1. Indonesia officially recognizes and celebrates diversity. Discuss the conflict between the ideology and the actual practice in Indonesia.

2. Why are indigenous groups especially vulnerable to the destruction caused by the expansion of capitalism?
3. Colonizers often used either direct rule or indirect rule to politically control the indigenous populations. Explain how the two systems worked to achieve the goals of the colonizers.

4. The third step used to destroy the indigenous populations is cultural modification. Explain how this is carried out, who carries it out, and the reaction of the indigenous people.

5. The 1994 slaughter of over 800,000 people in Rwanda was attributed to "ancient tribal hatreds". On this basis, Western governments refused to interfere. Was this the actual cause of the genocide in Rwanda? If not why did it happen? What purpose did it serve to blame tribal hatreds for what was happening?

6. Discuss the ways in which genocide, such as those in Rwanda and Bosnia-Herzegovina, can be considered a market externality.

**PART 3: INTRODUCTION**

**TRUE OR FALSE QUESTIONS**

1. "Chainsaw Al" was the nickname for the ex-president of the World Bank.

2. Al Qaeda received its initial support and funding from the Soviet Union in its attempt to take over Afghanistan.

**MULTIPLE CHOICE QUESTIONS**

1. Zygmunt says that the new "globalized space" creates two kinds of people; they are __________.
   a. gendered and genderless
   b. bankers and clerks
   c. tourists and vagabonds
   d. computer literate and non-literate

2. In the United States, approximately __________ % of the population is under the control of the penal system.
   a. 2%
   b. 1%
   c. 25%
   d. 10%

**SHORT ANSWER OR ESSAY QUESTIONS**
1. What is the relationship between non-state groups and nation-states in their use and sponsoring of violence?

2. What are some of the problems with labeling political violence as terrorism by non-state groups? What are some of the problems in declaring a “war on terrorism”?

3. In what ways do groups such as al Qaeda resemble secret societies such as mafia? How might those similarities suggest ways to address them?

4. In what way has the expansion of the culture of capitalism freed corporations from their responsibilities to local communities?
CHAPTER 10: PEASANT PROTEST, REBELLION AND RESISTANCE

TRUE OR FALSE QUESTIONS

1. Agriculturists have been among those most affected globally by the expansion of capitalism.

2. Those who have very little power are more likely to use subtle forms of protest to register resistance than to confront those who they see as their oppressors.

3. In Malaysia, the Green Revolution brought prosperity to all by reducing inequalities in land access and income.

4. Indigenous folklore is often used as a way of containing peasant resistance, because it portrays the resistors as being criminal elements in the society.

5. Nearly 50 years of British colonialism, which altered the economic and cultural norms of the Kikuyu, eventually erupted in the Mau Mau rebellion.

MULTIPLE CHOICE QUESTIONS

1. The central role of trade in the culture of capitalism __________.
   a. increased the standard of living of the indigenous populations throughout the world
   b. created stratification leading to conflict
   c. eliminated ethnocentrism as members of different ethnic groups came to know each other
   d. is to sanctify reciprocal relationships

2. In his reference to the "weapons of the weak", Scott is referring to __________.
   a. the array of primitive implements such as axes, machetes and old firearms with which the peasants armed themselves to confront their oppressors
   b. the practice of abandoning land after having made it unusable to those who wish to take if from the peasants
   c. a form of resistance which stops short of collective violence
   d. subtle protest

3. A visitor returning to Malaysia after the Green Revolution would probably notice __________.
   a. little change in the villages as the indigenous people assert their right to self determination by retaining traditional ways
   b. visual changes resulting from the new prosperity, such as roads and new shops
c. more health care facilities created to treat the increased occurrence of exhaustion among the peasant farmers who now must plant two crops of rice per year just to survive
d. massive unemployment due to the lessened need for farm workers

4. The goals of peasant resistance are __________.
a. to change the system so that it affords the peasant the least disadvantage
b. aimed at overthrowing systems of oppression that threaten their survival
c. attempts by the poorer villagers to take over positions held by the well-to-do villagers
d. victory and death to the oppressors

5. On the eve of the Mau Mau rebellion, the British denied that a problem existed in Kenya, because __________.
a. Jomo Kenyatta had become educated in the ways of the Europeans and was able to use their methods against them as he led the rebellion
b. the Kikuyu kept the British unaware of their impending resistance by honoring a sacred oath made among the indigenous
c. in creating the role of "the other", the colonizer developed a belief that his role as civilizer was a beneficial one against which the indigenous would have no reason to rebel
d. most Kenyans spoke English

6. The protest in Chiapas, known as the Zapatista Rebellion __________.
a. concerns relationships between the unified communities in Chiapas and foreign interests that seek to industrialize the area
b. are a result of ancient rivalries among the Mayan population
c. are about divisions of power and wealth and the resulting relationships in local communities
d. was led by Francisco (Pancho) Villa

SHORT ANSWER AND/OR ESSAY QUESTIONS

1. Why have almost all peasant protests focused on the struggle for land?

2. The Green Revolution brought prosperity to Malaysia. What effect did it have on the culture of the villagers and their relationships with each other?

3. Discuss several ways that the poor in Malaysia resisted their condition. Are there obstacles to these types of resistance, and are they effective?

4. Discuss the squatter arrangement used by the European settlers in the White Highlands of Kenya. In what ways was it a successful arrangement? How did it come to contribute to the growing tension between the settlers and the Kikuyu?
5. Britain benefited greatly from its colonies in Kenya and had the military power to control and defeat the Kikuyu. Why then did the Mau Mau rebellion lead to independence rather than the annihilation of the Kenyans?

6. What is the relationship between the global economy and the rebellion in Chiapas?

CHAPTER 11: ANTI-SYSTEMIC PROTEST

TRUE OR FALSE QUESTIONS

1. Capitalism requires perpetual growth through the development of economically beneficial technological advances. Because this type of growth also creates victims, capitalism is considered to be a system of winners and losers that generates inevitable conflict.

2. Conservative forces supported and sought to expand the welfare state because it subdued peasant protest.

3. The 1968 revolution was triggered by the belief that the old movements had become part of the problem rather than attaining their objectives.

4. The revolution of 1848 in Europe precipitated the changes that ultimately resulted in the right of women to vote.

5. Women's movements such as the Sisters of Islam have had greater success in redefining gender roles by working from within their own culture and by re-interpreting what they see as oppressive to them rather than adopting Western methods.

MULTIPLE CHOICE QUESTIONS

1. Although the revolution of 1848 resulted in the overthrow of many governments throughout Europe, it failed to obtain its objectives. It did, however, ___________.
   a. lead to the outlawing of unions in Europe, which would protect worker's rights
   b. define two sets of social movements: worker movements and national liberation movements
   c. stop the struggle in Europe to control colonial lands in Africa and Asia
   d. define two sets of grievances: laborers and practitioners

2. The movements that emerged from the revolution of 1848 all contributed to ___________.
   a. land and wealth redistribution
b. formation of political parties to represent labor and management
  c. the formation of the welfare state
  d. the formation of social security as we know it today

3. Because of what they saw as the failure of both capitalism and communism, the students who rebelled in the United States in 1968 focused on __________.
   a. the creation of a new political party
   b. free love, the drug culture and the ideology of "peace not war"
   c. identity issues
   d. fraternal order

4. Women's movements in Western countries have attempted to expand and to unite women worldwide by sharing their strategies. Women in peripheral countries __________.
   a. often see this as a new form of colonialism
   b. welcome this as their attempts to alter their roles have failed
   c. reject this because they support patriarchy as traditional in their cultures
   d. look on with suspicion, just waiting for the next exploitative manufacturing plant to try to hire them for nearly nothing

SHORT ANSWER AND/OR ESSAY QUESTIONS

1. What strategies to improve workers rights developed in Europe and the US as a result of the revolution of 1848, and what was the outcome of these strategies?

2. The enormous world economic growth after W.W.II created illusions in the capitalist, communist, and newly liberated states. What were these illusions?

3. The coal mines of Pennsylvania were dangerous, workers were not adequately reimbursed for their work, and employment was not secure. Describe the ways in which the workers sought to alleviate their problems. In what ways did the Molly Maguires and the Mau Mau oath reflect both the situations of the laborers who protested and those in power?

4. What are the similarities between the conditions from which labor conflict arose and what occurs today in industries worldwide? Are the reactions to these occurrences by the laborer and the capitalist also similar?

5. Why was the transformation from the extended family to the nuclear family, necessary for the expansion of the culture of capitalism?
CHAPTER 12: RELIGION AND ANTI-SYSTEMIC PROTEST

TRUE OR FALSE QUESTIONS

1. Religious protest is different from peasant and other forms of protest movements, because it offers a cultural alternative.

2. Revitalization movements are forms of protest that seek to move a group forward by breaking the traditional bonds to the past and accepting modernization.

3. Cargo cults express the desire of the protesters to both possess the commodities of the Westerner and rid themselves of their power and influence.

4. The Zionist movement differed from the Cargo cults, because it rejected Western commodities as symbols of oppression.

5. The teaching of Darwin's Theory of Evolution was a focal point of many early fundamentalist movements in the United States.

6. It is necessary, says Robbins, to recognize that most architects of religious violence are irrational or deranged.

7. For militant Jews, the rebuilding of the Temple of Jerusalem is necessary for Jews to practice their faith.

8. Mark Juergensmeyer suggests that locating a political struggle on a cosmic scale elevates its importance.

MULTIPLE CHOICE QUESTIONS

1. According to the text, communism did not seek to destroy the nineteenth century culture of capitalism but to __________.
   a. form a welfare state to assure that all were cared for
   b. give workers a voice and assure a more equitable distribution of wealth
   c. become the workers party in capitalist countries
   d. replace it with a modern, utopian society

2. The concept of revitalization movements has failed to consider the fact that such movements __________.
a. only occur among indigenous populations  
b. are an attempt to change the political ideology of groups of people through religious means  
c. are a reaction to the expansion of consumer capitalism  
d. require a belief in a power greater than the sum of our abilities to act

3. Cargo cult movements included ceremony and ritual that featured visions of a heaven where food was abundant, which induced the indigenous to __________.  
a. steal food from the colonizer as a result of the interpretation of the vision  
b. destroy their sources and means of producing food  
c. commit mass suicide to reach heaven  
d. develop canning plants for the distribution of low-cost processed food

4. According to the text, the only legitimate challenge to the global domination of the capitalist culture today is __________.  
a. religious fundamentalism  
b. communism  
c. peasant revolt  
d. a move toward world-wide redistribution led by the United Nations

5. According to Robbins, there is perhaps no better example of a symbol of contested space than __________.  
a. the World Bank building  
b. the Qubbat as-Sakhra  
c. the Bank of London  
d. the London School of Economics

SHORT ANSWER AND/OR ESSAY QUESTIONS

1. While religion is often a source of protest against elements within the culture of capitalism, it also serves to legitimize it. Explain why this is true using examples to support your explanation.

2. In what way does religious resistance such as the Ghost Dance parallel the "weapons of the weak"?

3. Describe the role of the missionary in the formation of religious protest, such as the Cargo cults, by indigenous groups.

4. How did Zionism serve as the vessel of protest for groups like the Tshidi in South Africa?

5. In what ways are movements such as Islamic Fundamentalism, Protestant Fundamentalism, and Jewish Fundamentalism similar?
6. Colonialism contributed to the rise of fundamentalism in many areas of the world. To what can we attribute its rise in the United States?

7. Discuss the relationship between religious violence and political goals. Be sure to give specific examples.

8. What are some of the factors suggested by Mark Juengensmeyer for elevating social, political or economic conflict to a cosmic level?

CHAPTER 13: SOLVING GLOBAL PROBLEMS: SOME OPTIONS AND COURSE OF ACTION

TRUE OR FALSE QUESTIONS

1. Environmental devastation is clearly the most serious threat that the world faces.

2. The Gross Domestic Product (GDP) represents an accurate measure of the social and economic health of a nation.

3. The Gross Domestic Product (GDP) was developed by economist Herman Daly as a way for the United States to measure its economic output.

4. Economic growth occurs because we are able to convert natural, political, and social capital into economic capital.

5. Money, as it is created in the culture of capitalism, encourages the depletion of natural capital.

6. According to some scientists, there is little we can do to halt environmental destruction, unless we learn to love that which we want to save.

MULTIPLE CHOICE QUESTIONS

1. The greatest danger our society faces comes from __________.
   a) environmental devastation
   b) social disintegration
   c) perpetual economic growth
   d) epidemics

2. The Gross Domestic Product (GDP) was developed to __________.
   a) provide a uniform way of representing national accounts
   b) provide a way to measure the economic progress of peripheral countries
   c) spur economic growth in the core countries

d) measure consumption

3 The externalization of costs allows manufacturers to __________.
   a) pass on the costs of production, use, and disposal to others
   b) diminish the environmental impact of their activities
   c) meet union demands for profit sharing
   d) create alternate mechanisms of cost calculation

4 The conversion of natural capital into money is made possible by __________.
   a) the internalization of production costs
   b) the gold standard
   c) debt
   d) religious belief systems

SHORT ANSWER AND/OR ESSAY QUESTIONS

1. Why is the culture of capitalism dependent on perpetual economic growth? Who benefits from this growth, and what are the consequences for society?

2. How has the Gross Domestic Product (GDP) come to be the major measure of a nation's economic status? What cost have we paid for this?

3. Explain how the process of capital conversion works. Give some examples of how non-monetary capital is turned into money.

4. What kind of public policy measures will have to be taken to stem the conversion of non-monetary capital into monetary capital?

5. What are the prospects for the kinds of cultural change necessary to stem the continued conversion of non-monetary capital into money? Discuss the role that scientists suggest might be taken by religious institutions.
INTRODUCTION TO PART 1
True or False
1. T (page 2)
2. T (page 2)
3. F (page 5)
4. T (page 4)
5. F (page 5)
6. T (page 7)

Multiple Choice
1. a (page 7)
2. b (page 7)

Short Answer
1. Pages 6-10
2. Pages 5-7
3. Pages 7-8
4. Pages 10

CHAPTER 1: CONSTRUCTING THE CONSUMER
True or False
1. False (page 12)
2. True (page 14)
3. True (page 16)
4. True (page 24)
5. False (page 24)

Multiple Choice
1. B (page 12)
2. C (page 15)
3. B (page 16)
4. B (pages 26-31)
5. A (page 31)

Short Answer
1. Page 13
2. Page 16
3. Pages 18-21
4. Pages 29-30
5. Pages 25-26
6. Pages 25-31
7. Pages 31-34

CHAPTER 2: THE LABORER IN THE CULTURE OF CAPITALISM
True or False
1. True (page 39)
2. True (page 41)
3. False (page 41)
4. True (page 45)
5. False (page 47)

Multiple Choice
1. C (page 35)
2. A (page 37)
3. B (page 40)
4. C (page 44)
5. A (page 46)

Short Answer
1. Page 35
2. Page 36
3. Page 39
4. Page 40
5. Page 43
6. Pages 52-54

CHAPTER 3: THE RISE AND FALL OF THE MERCHANT, INDUSTRIALIST, AND FINANCIER
True or False
1. False (page 76)
2. False (page 76)
3. True (page 84)
4. True (page 83)
5. True (page 66)

Multiple Choice
1. C (page 60)
2. A (page 60)
3. C (page 84)
4. C (page 80)
5. A (page 82)

Short Answer
1. Pages 57-59
CHAPTER 4: THE NATION-STATE IN THE CULTURE OF CAPITALISM

True or False
1. False (page 100)
2. False (page 103)
3. True (pages 106-109)
4. False (page 105)
5. False (page 114)

Multiple Choice
1. C (page 101)
2. A (pages 101-104)
3. C (page 107)
4. B (page 111)

Short Answer
1. Page 100
2. Pages 101-104
3. Page 105
4. Pages 109-112
5. Page 114-118

PART 2: INTRODUCTION

True or False
1. F (page 128)
2. T (page 130)
3. T (page 130)

Multiple Choice
1. A (page 130)
2. D (page 128)

Short Answer
1. Pages 129-132
2. Pages 130-132

CHAPTER 5: POPULATION GROWTH, MIGRATION, AND URBANIZATION
CHAPTER 6: HUNGER, POVERTY, AND ECONOMIC DEVELOPMENT

True or False
1. False (page 169)
2. False (page 171)
3. False (page 171)
4. True (page 178)

Multiple Choice
1. C (page 169)
2. A (page 171)
3. C (page 172)
4. B (pages 173-176)
5. C (page 180)

Short Answer
1. Pages 170-171
2. Pages 170-171
3. Pages 173-176
4. Page 176
5. Pages 185-186
6. Page 186
7. Chapter
CHAPTER 7: ENVIRONMENT AND CONSUMPTION
True or False
1. True (page 198)
2. False (page 201)
3. True (pages 202-203)
4. False (page 206)
5. True (page 208)

Multiple Choice
1. C (page 198)
2. C (page 198)
3. C (page 201)
4. C (page 204)
5. B (page 211)

Short Answer
1. Page 198
2. Pages 198-201
3. Chapter
4. Page 203
5. Pages 213-217

CHAPTER 8: HEALTH AND DISEASE
True or False
1. True (page 226)
2. False (pages 220-221)
3. False (page 230)
4. False (page 232)
5. True (page 232)

Multiple Choice
1. B (page 229)
2. A (page 230)
3. C (page 233)
4. A (page 238)
5. C (page 245)

Short Answer
1. Pages 225-228
2. Page 228
3. Pages 229-230
4. Pages 238-243
CHAPTER 9: INDIGENOUS GROUPS AND ETHNIC CONFLICT

True or False
1. True (page 249)
2. False (page 253)
3. True (page 254)
4. False (page 255)
5. True (pages 260-261)

Multiple Choice
1. C (pages 249-250)
2. C (page 252)
3. C (page 254)
4. C (page 257)
5. C (page 268)

Short Answer
1. Pages 248-251
2. Pages 251-252
3. Page 254
4. Pages 255-256
5. Pages 269-273
6. Pages 267-269

PART 3: INTRODUCTION

True or False
1. F (page 275)
2. F (page 277)

Multiple Choice
1. c (page 275)
2. b (page 276)

Short Answer
1. Page 278
2. Page 281
3. Page 280
4. Page 275

CHAPTER 10: PEASANT PROTEST, REBELLION AND RESISTANCE

True or False
1. True (page 282)
2. True (pages 282-283)
3. False (page 284)
4. False (page 286)
5. True (page 289)

Multiple Choice
1. B (page 304)
2. C (pages 283-284)
3. B (page 284)
4. A (pages 286-287)
5. C (pages 294-297)
6. C (page 298)

Short Answer
1. Pages Chapter
2. Pages 284-285
3. Pages 286-287
4. Page 291
5. Page 298
6. Pages 299-300

CHAPTER 11: ANTI-SYSTEMIC PROTEST

True or False
1. True (page 307)
2. False (page 309)
3. True (page 310)
4. True (page 310)
5. True (page 322)

Multiple Choice
1. B (page 308)
2. C (page 309)
3. C (page 311)
4. A (page 322)

Short Answer
1. Page 308-309
2. Pages 309
3. Pages 328
4. Page 328
5. Pages 320
CHAPTER 12: RELIGION AND ANTI-SYSTEMIC PROTEST
True or False
1. True (page 330)
2. False (page 331)
3. True (page 332)
4. False (page 335)
5. True (page 341)
6. False (page 345)
7. True (page 349)
8. False (page 337)

Multiple Choice
1. B (page 329)
2. C (pages 331-336)
3. B (pages 332-334)
4. A (page 337)
5. B (page 347)

Short Answer
1. Chapter
2. Pages Chapter
3. Pages 331-332
4. Page 333
5. Pages 334-335
6. Pages 337-338
7. Page 345
8. Page 351

CHAPTER 13: SOLVING GLOBAL PROBLEMS: SOME OPTIONS AND COURSES OF ACTION
True or False
1. False (page 354)
2. False (pages 354-355)
3. False (pages 354-355)
4. True (Chapter)
5. True (page 357)
6. True (page 377)

Multiple Choice
1. c (page 357)
2. a (Chapter)
3. a (page 358)
4. c (page 362)
Short Answer

1. Page 363
2. Pages 354-357
3. Pages 357-358
4. Page 374
5. Pages 374-375