

SOLUTIONS MANUAL



SIXTH EDITION

SOCIOLOGY
The Essentials

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CHAPTER 2: CULTURE

BRIEF CHAPTER OUTLINE

- I. Defining Culture
 - A. Characteristics of Culture
 - B. Ethnocentrism and Cultural Relativism
 - C. Biology and Human Culture
- II. The Elements of Culture
 - A. Language
 - B. Norms
 - C. Beliefs
 - D. Values
- III. Cultural Diversity
 - A. Dominant Culture
 - B. Subcultures
 - C. Countercultures
 - D. The Globalization of Culture
 - E. Ethnocentrism and Cultural Relativism
 - F. The Globalization of Culture
- IV. Mass Media and Popular Culture
 - A. The Organization of Mass Media
 - B. The Media and Popular Culture
 - C. Race, Gender, and Class in the Media
- V. Theoretical Perspectives on Culture and the Media
 - A. Culture and Group Solidarity
 - B. Culture, Power, and Social Conflict
 - C. Symbolic Interaction and the Study of Culture
- VI. Cultural Change
 - A. Culture Lag
 - B. Sources of Cultural Change

LEARNING OBJECTIVES

1. Define *culture*.
2. Explain the difference between material and nonmaterial aspects of a culture.
3. List the primary characteristics that all cultures have in common.
4. Explain the elements of culture, and how these vary between cultures.
5. Define *symbols*, and explain why they are important to culture.
6. Explain the Sapir-Whorf hypothesis; discuss the relationship between language and culture.
7. Discuss the role language plays in social inequality.
8. Define both *norms* and *sanctions*; discuss types of norms, and the need for sanctions to enforce social norms.
9. Discuss how *ethnomethodology*, a method of studying sociology developed by Harold Garfinkel, can be useful in studying social norms.

10. Give examples of the ways in which a culture's beliefs, attitudes, and values can be sources of both cultural cohesion and social conflict.
11. Explain the role of diversity in society; discuss the impact of diversity on American culture.
12. Differentiate between the concepts of dominant culture, subculture, counterculture, and global culture.
13. Define *ethnocentrism* and give examples of this concept.
14. Define *cultural relativism* and give examples of this concept.
15. Identify the influence of media on culture, including media portrayals of race, gender, and social class.
16. Define the concept of *cultural hegemony* and explain how it functions in society.
17. Discuss the difference between *popular culture* and *elite culture*.
18. Explain the interest of classical theorists in culture; discuss Weber's classic work on cultural influence on capitalism.
19. Compare and contrast the theoretical perspectives of functionalism and conflict theory as they apply to culture.
20. Explain how symbolic interaction is used in the study of culture.
21. Discuss the field of cultural studies; describe how this perspective views postmodern society.
22. Explain the difference between *culture lag* and *culture shock* and give examples of each.
23. List and describe the four sources of *culture change*.

ASA RECOMMENDATIONS

6. Within this four-level model, departments should also structure the curriculum to include one (or more) content area of substantive sequences which cut across two or more levels of the curriculum. Departments should design sequences to develop students' skills in empirical and theoretical analysis along with their knowledge about one or more specialty areas within sociology.
7. Departments should structure the curriculum to develop students' sociological literacy by ensuring that they take substantive courses at the heart of the discipline as well as across the breadth of the field.
9. Departments should structure the curriculum to increase students' exposure to multicultural, cross-cultural, and cross-national content relevant to sociology.

KEY TERMS (listed in text)

beliefs (36)	laws (35)
counterculture (40)	mass media (42)
cultural capital (48)	material culture (27)
cultural diffusion (50)	mores (35)
cultural hegemony (42)	nonmaterial culture (27)
cultural relativism (41)	norms (34)
culture (27)	popular culture (43)
culture lag (50)	reflection hypothesis (46)
culture shock (50)	Sapir-Whorf hypothesis (32)
dominant culture (38)	social sanctions (35)
ethnocentrism (40)	subculture (29)
ethnomethodology (36)	symbols (29)
folkways (34)	taboo (35)
global culture (41)	values (36)
language (31)	

ADDITIONAL TERMS (not listed in text)

civic engagement
classical theorists
cultural innovations
cultural monopolies
cultural studies
nationalism

KEY PEOPLE

Pierre Bourdieu (25)
Edward Sapir (32)
William Graham Sumner (34)
Katherine Irwin (30)
Benjamin Whorf (32)

LECTURE OUTLINE

I. Defining Culture

ASA Recommendations 7 and 9

1. **Culture** is the complex system of meaning and behavior that defines the way of life for a given group or society.
2. **Nonmaterial culture** is intangible. **Material culture** refers to the material goods of the culture. Both influence social behavior.

A. Characteristics of Culture

1. *Culture is shared.* Its expression often includes great diversity.

2. *Culture is learned.* The process of learning a culture is called socialization. A person learns or becomes a member of a culture by absorbing the formal and informal values, attitudes and beliefs of those around him/her. Until the culture is learned, the person is an outsider; whether an infant or an immigrant.
3. *Culture is taken for granted.* It is what members of the culture consider “normal.” The everyday way of doing things such as brushing ones teeth or eating is not questioned. Lack of communication across cultures about these taken-for-granted features can have negative consequences.
4. *Culture is symbolic.* **Symbols** are things or behaviors to which people give meaning. The meaning of symbols depends on the cultural context in which they appear. Symbolic attachments guide human behavior. Symbolic communication is both verbal and non-verbal; in fact most of one’s communication is nonverbal.
5. *Culture varies across time and place.* **Cultural relativism** is defined as the process of non judgment and the recognition that every culture has its on way of doing things and they can only be understood in the contents of the culture. Taking a perspective of cultural relativism does not imply that every cultural practice is morally acceptable; however morality can only be judged in the context of the culture itself. Remember sociologists must remain value-free.

II. The Elements of Culture

ASA Recommendations 7 and 9

A. Language - a set of symbols and rules, which, when put together in a meaningful way, provides a complex communication system.

1. Becoming a part of any social group involves learning the language the group uses. Language is fluid and dynamic and evolves in response to social change.
2. Does Language Shape Culture?
 - a. The **Sapir-Whorf hypothesis** posits that language determines what people think and perceive because language forces people to perceive the world in definite terms.
 - b. Recent critics question whether language shapes one’s perception of reality or whether the culture shapes language. There is no disagreement that language has a strong influence on culture.
 - c. Language and culture shape each other.
3. Social Inequality in Language
 - a. Patterns of race, gender, and class inequality are reflected in language.
 - b. The names of various racial and ethnic groups impose an identity on individuals within those groups. Sociologists call this labeling.
 - c. Power relationships between groups supply the social context for the connotations of language.
 - d. Language can reproduce racist and sexist thinking. By changing the language people use, we can alter social stereotypes and change the way people think.

B. Norms

1. **Norms** are the specific cultural expectations that govern behavior in situations. They are both implicit or explicit.
2. **William Graham Sumner** (1906) identified only two types of norms:
 - a. **Folkways** are general standards of behavior adhered to by a group and

- b. **Mores** are strict norms that control moral and ethical behavior.
- 3. **Taboos** are norms that when violated are severely sanctioned. These are enforced by the general public and sometimes by law enforcement agencies.
- 4. **Social sanctions** are mechanisms of social control that enforce norms; the rewards and punishments metered out when one violates a cultural norm. **Laws** are the written set of guidelines that define right and wrong in society.
- C. **Beliefs** - Stemming from religion, myth, folklore, or science, provide a meaning system around which culture is organized.
- D. **Values** - Abstract standards that define a culture's or society's ideal principles; they can be a basis for cultural cohesion or a source of conflict. Values, beliefs, and norms guide and regulate the behavior of people in society. The Terri Schiavo case illustrates this principle.

III. Cultural Diversity

ASA Recommendations 7 and 9

- A. **Dominant Culture** - The culture of the most powerful group in a given society and they set the cultural expectations that constitute the culture's or society's major belief system. These expectations are supported by major institutions. The dominant culture often sets the standards by which other cultures in a society are judged.
- B. **Subcultures** - Groups within the larger culture whose values and norms of behavior differ from those of the dominant culture yet they share many elements of the dominant culture and co-exist with it.
 - 1. Some subcultures retreat from the dominant culture.
 - 2. Subcultures often develop when new groups of immigrants enter a society.
- C. **Countercultures** - Subcultures created as a reaction against the values of the dominant culture. Some countercultures, like the contemporary militia movement, directly challenge the dominant political system.
- D. **Ethnocentrism and Cultural Relativism**
 - 1. **Ethnocentrism** is the habit of seeing things only from the point of view of one's own group, in contrast to **cultural relativism**. Ethnocentrism has a dual nature: it can build group solidarity and it can create prejudice and discrimination.
 - 2. **Cultural relativism** is the idea that something can be understood and judged only in relation to the cultural context in which it appears.
- E. **The Globalization of Culture**
 - 1. The diffusion of a single culture throughout the world is referred to as **global culture**.
 - 2. Sociologists differ in opinion as to whether the feeling of belonging to a community vanishes as global cultural diffusion occurs.
 - 3. For example, Benjamin Barber sees many international conflicts as struggles between the values of a consumer-based, capitalist Western culture, and the traditional values of local communities.

IV. The Mass Media and Popular Culture

ASA Recommendations 7 and 9

- 1. **Mass media** are those channels of communication that are available to wide segments of the population, including radio, television, movies, magazines newspapers, and even the internet which strongly shape public information, attitudes and beliefs.

2. Television is a powerful force for transmitting cultural values. In Americans, leisure time is dominated by television: the average person watches TV 73 hours per week; 42% of homes are “constant television households.”
3. Media portray a very homogeneous view of culture, are ubiquitous, and have enormous power to shape public opinion and behavior.

A. The Organization of Mass Media

1. The mass media is not only a pervasive part of daily life. It is big business.
2. The mass media is organized via powerful economic interests. And, increasingly, the media are owned by a small number of companies—companies that form huge media monopolies.
3. Sociologists refer to the concentration of cultural power as **cultural hegemony**, defined as the pervasive and excessive influence of one culture throughout society. Cultural hegemony means that people may conform to cultural patterns and interests that benefit powerful elites, even without those elites overtly forcing people into conformity.

B. The Media and Popular Culture

1. **Popular culture** includes the beliefs, practices, and objects that are part of everyday traditions, including mass-produced, mass-marketed media that are shared by large audiences. Popular culture is distinct from elite culture or “high culture,” which is shared by only a select group who can afford to participate in it.
2. Thus, cultural tastes and participation in the arts are socially structured, because familiarity with different cultural forms stems from patterns of historical exclusion, as well as integration into networks that provide information about certain cultural products.
3. As popular culture is increasingly disseminated by the mass media, it is buttressed by the interests of big entertainment and information industries that profit from the cultural forms they produce.

C. Race, Gender, and Class in the Media

1. Mass media promote narrow definitions of who people are and what they can be.
2. Images of women, racial groups, and ethnic minorities are limited. These views reinforce gender, racial, and class stereotypes.
3. Media images have a significant impact on people’s behavior and self-image.

V. Theoretical Perspectives on Culture and the Media

ASA Recommendations 6, 7, and 9

1. The **reflection hypothesis** contends that the mass media reflect the values of the general population, but the reverse is also true—that is, the ideals portrayed in the media influence the values of those who see them.

A. Culture and Group Solidarity

1. Sociologists have studied how culture influences social institutions (like Max Weber’s study of the Protestant work ethic and capitalism), and how culture organizes members into social groups.
2. Robert Putnam in *Bowling Alone* suggests that a decline in civic engagement has led to a decline in shared values and norms in society.

B. Culture, Power, and Social Conflict

1. From a conflict perspective, economic interests dominate culture. This is referred to as economic determinism.
2. Conflict theorists see contemporary culture, which is controlled by economic monopolies, as produced within institutions that are based on inequality and capitalist principles. This concentration of cultural power, called **cultural hegemony**, creates a homogeneous mass culture.
3. Conflict theorists also point out that culture can be a source of political resistance, as in the *repatriation movement* among American Indians. Culture has a role in reproducing inequality between groups through the possession and display of **cultural capital**, which refers to the cultural resources that are socially designated as being worthy and that give advantages to groups possessing such capital.

C. Symbolic Interaction and the Study of Culture

1. Symbolic interaction emphasizes that culture is socially constructed.
2. *Cultural studies* is a new interdisciplinary field that builds on the insights learned when using a symbolic interaction perspective, which views people as active, skillful makers of culture.
3. *Postmodernism* has influenced new cultural studies.

VI. Cultural Change

ASA Recommendations 7 and 9

A. Culture Lag

1. **Culture lag** refers to the delay in cultural adjustments to changing social conditions. When culture changes rapidly, or someone is suddenly thrust into a new cultural situation, the person experiences **culture shock**. Be careful; do not confuse culture lag and culture shock.

B. Sources of Cultural Change

1. Cultures change in response to changed conditions in society (like the appearance of the Baby Boomers).
2. Cultures also change through **cultural diffusion**, the transmission of cultural elements from one society or cultural group to another.
3. Cultures change as the result of innovation, including inventions and technological developments.
4. Cultural change can be imposed, as in an invasion or political revolution by a dominant group, and resisted, as in nationalist movements by oppressed groups.

LECTURE/DISCUSSION SUGGESTIONS

1. **Manufacturing News.** Take a current event receiving extensive media coverage, and sample diverse sources reporting on the event from audio, video, online or print media. Your selections might include a mainstream network like CBS, FoxNews, PBS, and Democracy Now or other independent, progressive media. Depending on the news story, use foreign media, like Al-Jazeera in English (english.aljazeera.net). Conduct an interactive lecture or class discussion and show how the media:
 - Contributes to cultural values, attitudes and beliefs.
 - Sets the stage for cultural stereotypes and creates and reinforces racial, ethnic, and gender discrimination.

2. **Subcultures and/or countercultures.** Have the students break into groups and each group select a subculture or counterculture to research. The group will write a short report on the topic and turn it in as a group project. Each report must discuss the values, attitudes and beliefs of the group they are studying. All contributing members of the group receive the same credit for the assignment.
3. **Ethnocentrism.** Share examples of ethnocentrism from each student's personal experiences. Explore what kinds of social conditions lead people to form ethnocentric, attitudes and opinions. Show how a sociological perspective can debunk ethnocentric assumptions and how cultural attitudes, values and behaviors are culturally relative.
4. **Animal Culture.** In class, show excerpts of videos depicting Jane Goodall's work with chimpanzees or other animal studies (most college libraries should have copies of documentaries shown on PBS or The Discovery Channel). Use the videos as a basis for discussing whether the "language" and social organization of the chimps rise to the level of "culture."
5. **Culture Wars.** Bring current examples of initiatives or political debates about English Plus versus English Only policy, the flying of the confederate flag, immigrant rights, or other "culture wars" in your state or city. Explore the various statements and positions as a way to discuss the implications of language and culture. A good website that discusses these issues in an educational context is the *Education Commission of the States* (www.ecs.org), particularly under culture and language issue headings. Discussions of these issues could also be conducted in *WebTutor*TM.
6. **Prostitution is culturally relative.** Hold a class discussion on the function of prostitution and ask students to differentiate this topic in terms of relativity vs. ethnocentrism.
7. **Library and Media Research:** Show how the media is contributing to prejudice regarding Mexicans in America. What if the table was reversed and you wanted to live in Mexico. Do you think you should be allowed to become a Mexican citizen?

Discussion Questions for WebTutorTM

The following questions are suggestions for online discussions that are loaded into WebTutorTM, as are the Thinking Sociologically questions from the text. Online discussion ideas you could load yourself are suggested throughout the Instructor Resource Manual.

Question 1: Public's Views and Use of News Media. *The Pew Research Center for the Peace* and the Press regularly publishes surveys related to news media. A recent survey from their website (people-press.org) is posted on the discussion board. Read and respond to the findings. Your responses should refer to the survey and demonstrate an understanding of the findings. In addition to responding to other students' entries, near the end of the discussion period, enter a summary response, suggesting what you believe are the implications of the survey, for the public and for the media, and what should be done about them.

Question 2: English-Only or Bilingual Education? The question of whether immigrant children should have the opportunity for bilingual education or be placed in intensive English-only language studies is a controversial issue. Based on what you have learned about language and culture, participate in a discussion on the pros and cons of each approach. Useful resources include the organization referred to in Taking On Social Issues [*National Association for Bilingual Education* (www.nabe.org)], the *Indiana University School of Education Clearinghouse on Reading, English, and Communication* (reading.indiana.edu); search for “English Only” or “Bilingual Education,” and the Education Commission of the States (www.ecs.org).

STUDENT ACTIVITIES

1. **Group Culture.** Ask students to write a short description of the culture of a social group they are part of, taking into account the characteristics and elements of culture described in the text. They should be able to explain whether the culture is part of the dominant culture, a subculture, or a counterculture. In class, have pairs of students share their culture descriptions and interview each other about their culture. Finally, have them respond to three questions—what they learned about their partner’s culture, what they learned about their own culture from the interview, and what they learned about culture in general from the experience.
2. **Taking the Role of the Other.** As an extension of, or alternative to the first activity, instruct students to write a description of a culture they know well as an insider, but to draw attention to those features they believe will be necessary for an outsider to really understand the culture. Have student partners exchange these descriptions; their assignment is to write and then share with their partner how it would feel to be a part of this culture and to see the world from that point of view. The resulting conversation should help students to grasp both the taken for granted aspects of culture, as well as the challenge of adopting an alternative frame of reference.
3. **Culture Conflict Scenarios.** Assign groups of students to brainstorm on situations in their college or university that reflect conflicts between cultures. Each group can prepare a brief scenario of tension, hurtful remarks, putdowns, or harassment that might occur in a classroom, student activities, or other campus forum. Have each group enact their scenario for the rest of the class, with other students acting as engaged observers who can interrupt the exchange and suggest or act out alternative ways of handling the situation.
4. **Doing Ethnomethodology.** Have students break some norm of their choice (caution them about their selection) and watch what others do to reestablish the normative order. *WebTutor*TM. Be sure to discuss the ethical implications of norm violations and to caution against doing anything illegal.
5. **Language Shapes Culture.** Have students search media for examples of new words and expressions that have entered or acquired new significance in the American lexicon since September 11, 2001 and the war on Iraq. Have a discussion on what emotions or associations are elicited from the expressions, and how they have formed and limited

current political discourse. Examples might be “terrorist,” “homeland security,” “collateral damage,” “weapons of mass destruction,” “Islamic fundamentalist,” or “patriot.”

6. **Watching TV.** Have students watch a TV program of their choice and report back to the class on how it reflected the values, attitudes, norms, or the dominant culture and how and if it discriminated against racial, ethnic, gender groups. What are the dominant or sub or counterculture values being proposed?
7. Divide the class in half and after reading: Finsterbush, Kurt, *Taking Sides Clashing Views on Social Issues*, *Coloring the News: How Crusading for Diversity Has Corrupted American Journalism*, pp. 24-30, have the students take sides on this issue and debate it.

VIDEO SUGGESTIONS (Videos with a * next to them have corresponding activities below.)

Insight Media (<http://www.insight-media.com/>) has a number of excellent videos and DVDs related to Culture, including for example:

Common Ground: The Components of Culture (30 minutes, 2005)

Cross-Cultural Communication: How Culture Affects Communication (20 minutes, 2005)

- * *Media, Gender, and Diversity/Wrestling With Manhood* (45/60 minutes, 2004)

This video explores the effect of media portrayals of masculinity, particularly in professional wrestling, on cultural social values related to male violence against women, homophobia, and school bullying.

Note: **Viewer discretion is strongly advised** due to violent physical and sexual imagery. An abridged DVD version is available that has been edited for profanity, nudity, and length.

Whale Rider (101 minutes)

This 2002 film is based on a book of the same name and follows the story of a young girl who is trying to claim her birthright as leader of her family’s tribe. The film may serve as a useful starting point for discussions regarding culture and gender inequality.

Monsoon Wedding (114 minutes)

In this 2001 movie about an arranged wedding in India can be useful in helping students think about ethnocentrism and different family structures. Because it is a popular film, it has a romantic, feel-good ending, but can still be a good way to spark discussion.

Bend It Like Beckham (112 minutes)

This story of a girl from a traditional Indian family who wants to play soccer can be used to point out cultural differences in gender expectations as well as the role of family in gender socialization.

Nell (113 minutes)

This 1994 film starring Jodie Foster introduces Nell Kelly, a girl who was raised by her partially paralyzed mother with little contact with the outside world. After Nell’s mother dies, she encounters the world for the first time, but cannot communicate with strangers because of

the odd, idiosyncratic language that she developed in concert with her mother. The film could be a way to discuss the importance of socialization and language development.

The Terminal (128 minutes)

This 2004 film is about a man from a fictional European nation who is stuck in an international airport terminal when his country's political schism causes his passport to become invalid. *The Terminal* can be used to begin conversations about socialization, groups, and expressive and instrumental ties.

Kid Nation (13 episodes, approx. 50 minutes each)

This reality show took dozens of children and required them to create a functioning society. In different episodes, the children deal with issues of stratification, employment, social status, norms, laws, etc.

Lost Children of Rockdale County (90 minutes)

This Peabody Award winning documentary by Frontline begins with an investigation into a rare syphilis outbreak among a set of affluent teenagers from 1996. It expands from there into a discussion of the changing expectations of teenagers and their loneliness, reasons for engaging in risky behavior and the structures of their families. More information can be found at: <http://www.pbs.org/wgbh/pages/frontline/shows/georgia/>.

Paris is Burning (71 min.)

This film explores the subculture of New York City drag balls and the poor and gay/transgendered youth involved in it.

Many Ways to See the World: A Thirty-Minute Tour of World Map Images (30 minutes)

This short film looks at the political, social and scientific issues that influence how mapmakers depict the earth, its political and geographic features and the size and relationship of countries to one another. This film would be useful at the beginning of an introductory sociology course to encourage students to think critically about the information they perceive and to reconsider the ways we have traditionally thought about the world. Available at <http://mediaed.org>.

Breaking Social Norms (5 min)

These two students videotape their attempt to break a social norm for a class assignment. This video can be used as a cautionary tale for students when they are assigned to break a folkway. Can be found at: http://www.youtube.com/watch?v=Zf_PE1Ivj4k

Improv Everywhere

This group of improvisational performers organize and coordinate public spectacles that are often useful in exploring norms, sanctions, statuses, etc. Perhaps most famous for their "No Pants" events in major American public transportation venues, they also organized the "Frozen Grand Central Station" stunt (which is great for talking about norms and sanctions) that was highlighted on national news outlets at the time. Browsing through the "Missions" is a fun way to find fodder for classes and most missions include video footage of the event. The mission about "Ted's Birthday" is a fun way to talk about statuses and roles.

<http://www.improveverywhere.com>.

Lecture Launchers (Contact your Wadsworth sales rep for these videos)
 An Introduction to Sociology *Culture shock* 1.93 minutes (Cengage Wadsworth)
 Sociology Core Concepts *Culture* 8.67 minutes (Cengage Wadsworth)

VIDEO ACTIVITIES

View *Media, Gender, and Diversity/Wrestling With Manhood*. Ask students to write a reaction paper, using research presented in the film to support their ideas. Have them Summarize the major arguments and supporting research presented in the film. They could also Design a study to test further one or more of the hypotheses presented.

INTERNET EXERCISES

1. Have students review current news items and action events at *Media Watch* (www.mediawatch.com). The site provides provocative commentary on various depictions of racism, sexism, and violence in the media.. It also offers numerous links to other sites.
2. Have students select an issue that interests them and report on how the issue is framed, what organizations are involved, and what global connections exist. *Media Channel* (www.mediachannel.org) is a global Internet network of 1107 organizations, and it focuses on media issues, dedicated to promoting democratic media.
3. *Other media* websites that could be useful for students to explore media issues include:

Media Alliance (www.media-alliance.org) is dedicated to promoting media excellence, ethics, diversity and accountability in the interests of peace, justice, and social responsibility.

ACME: Action Coalition for Media Education (www.acmecoalition.org) includes sections on media literacy and reform, research, independent media, and resources for parents, activists, and students.

MEF: Media Education Foundation (www.mediaed.org) produces extensive educational videos. Its website includes study guides, handouts and downloads, as well as articles on various media-related topics.

Center for Digital Democracy (www.democraticmedia.org) is in the forefront of media analysis and activism for democratic media.

Moving Ideas (www.movingideas.org), a project of The American Prospect, has an informative and richly linked site on Media and Culture, including a section on Media Consolidation.

Dead Sociologists: (www2.uwsuper.edu/HPS/MBALL/DEAD-SOC.HTM) is sponsored by the University of Wisconsin-superior sociology/anthropology program and provides links to information on major classic sociologists.

From all of these sites, follow the links on particular issues of interest.

Note: The Popular Culture Association/American Culture Association (www2.h-net.msu.edu/~pcaaca) publishes the Journal of Popular Culture, and students can access a list of the journal contents; you might direct students to use InfoTrac College Edition or other electronic database to access the full articles. The website also has information on meetings, conferences, and calls for papers, which might interest some students with an academic or professional interest in this field. Resources from the other websites could be used for student research papers, short written assignments, group projects, or online discussions using **WebTutor™**.

SUGGESTED RESOURCES

Achbar, Mark. (ed). 1994. *Manufacturing Consent: Noam Chomsky and the Media*. New York: Black Rose Books. This is the companion book to the award-winning film by Peter Wintonick and Mark Achbar. Good for students interested in developing a critical perspective on the media.

Billson, J.M. 1995. *Keepers of the Culture: The Power of Tradition in Women's Lives*. New York: Lexington Books. This feminist ethnography depicts the challenges and achievements of women of color, Native women, and rural and immigrant women as they balance social change and maintaining their indigenous cultures.

Goodman, Amy, with David Goodman. 2004. *The Exception to the Rulers: Exposing Oily Politicians, War Profiteers, and the Media That Love Them*. New York: Hyperion. This account by the host of Democracy Now! is a particularly good resource for understanding the role of independent versus corporate media.

Kane, J. 1995. *Savages*. New York: Alfred A. Knopf. This ethnographic study of the Huaorani of Ecuador examines their history and the cultural changes resulting from the impact of multinational oil companies.

Klein, Naomi. 2000. *No Space, No Choice, No Jobs, No Logo: Taking Aim at the Brand Bullies*. New York: Picador. Klein analyzes globalization through the lens of branding and commercialization.

Miner, Horace, *Body Ritual Among the Nacirema*, pp 67-71 Sociological Footprints, Thompson Wadsworth 9th ed (2003). Kelein demonstrates the rituals Americans use in everyday life and opens the reader's eyes to the fact that we are similar to people in non-industrial societies.

Finsterbush, Kurt, *Taking Sides Clashing Views on Social Issues, Coloring the News: How Crusading for Diversity Has Corrupted American Journalism*. pp. 24-30. Finsterbush shows

how the media colors the news and fails to provide unbiased information to the viewers. This occurs in relationship to political and almost all sensitive social issues such as topics of sexual preference.

Solomon, Norman. 1999. *The Habits of Highly Deceptive Media: Decoding Spin and Lies in Mainstream News*. Common Courage Press. This highly entertaining collection of Norman Solomon's essays challenges conventional media wisdom and injects some critical thinking on media, its ownership, and its message. Includes illustrations by Tom Tomorrow.

Tannen, Deborah. 1994. *Talking from 9 to 5*. New York: Morrow. Tannen presents sociolinguistic research on men's and women's conversational styles in an accessible form to address questions like who gets heard, who gets credit, and what gets done at work. There is also a short film that features many points in the book.

Zimmerman, Jonathan. 2002. *Whose America? Culture Wars in the Public Schools*. Harvard University Press. The book looks at conflicts over teaching history and religion in public schools.

WEBSITE SUGGESTIONS

In addition to the Internet Exercises, you might find the following websites useful as resources for student research or as bases for discussions.

Program on International Policy Attitudes (www.pipa.org/)

PIPA carries out research on public attitudes on international issues nationwide polls, focus groups and comprehensive reviews of related research.

Community Learning Network (www.cln.org)

This educational resource provides useful links to websites and articles on media violence.