

COMPARATIVE CULTURES

Study List for Exam 3 Spring 2009

I. Using the readings and classroom materials as sources, DESCRIBE:

Trobriand Islanders.

1. Describe the environment and the problems.
What are some important resources that are missing in the environment on the Trobriand Islands?
2. Population density is high and there is concern with food.
Describe what the Trobrianders do to deal with this.
3. Describe the “fish-and-chips” trade.
4. What are the four critical economic problems that result from high agricultural production on a small coral island?
5. Social Organization:
Describe household, village (dala), local groups (clusters), kinship, and residence.
6. How do cluster leaders finance their obligations and what can they do to increase their prestige? What are their obligations?
7. Describe how yams are used, especially by cluster leaders.
8. Describe Kula. How is it organized? Who carries it out? What purpose does it serve?
9. The power and elite status of the cluster leaders (low-level chiefs) depend on the political economy and the subsistence patterns. Describe.

Hawaiian Islanders.

1. Describe the various forms of animal and land, including agriculture, resources used in pre-contact Hawaii.
2. Describe the social and political hierarchy. What did the system require to operate?
3. The Ancient Hawaiians had a political economy based on redistribution.
Describe their system.
4. What were the sources of (1) power and (2) authority for the chiefs? Describe.
5. What methods did CHIEFS use to get and control power and elite status.
Why were chiefs necessary on these islands?

The Inca:

1. Describe the general features of state-type societies.
2. Describe the political situation in the area preceding the rise of the Incan Empire and how it influenced the origin of the state.
3. Describe the environment.
4. Describe the social organization: household and kin group (ayllu).
Describe how the ayllu was affected by the growth of the Empire.
5. Describe the political organization of the Empire.

6. What happened when the Empire conquered a new area?
Describe how the Empire asserted its authority and controlled the land and people.
7. What was done with surplus food? What was it used for?
8. Discuss the reasons for Incan imperial success.

France and Japan in the Middle Ages

1. Medieval Japan and France share a surprising number of similarities. Describe how medieval France and Japan are similar in the First Middle Age, including feudalism, subsistence, basic population patterns, and other aspects. What were the trends during the First Middle Age of each?
2. Describe the trends during the Second Middle Age of each.

II. Essays with illustration from film

The Trobriand Islanders.

1. It's not all yams. Women's wealth underpins men's wealth.
Describe women's wealth. What forms does it take?
What is it used for? Is it better if you collect a lot, or if you give away a lot?
2. What effect is Christianity having on the Trobrianders?
3. Is working off-island have a significant effect on wealth exchanges?

The Inca.

1. Describe Macchu Pichu. Why did the Inca build Macchu Pichu and what did they do there?
2. Describe the Winter Solstice ceremony. How is it celebrated now? Why is it not celebrated now as it was during Inca times?
3. How were the Inca able to control such as large territory?
4. Describe how Pizarro was able to conquer the Incas.