

GRADE 8

SOCIAL SCIENCE

STRAND 3

Substrand 1:

- What is World Culture?
- Globalisation and Cultural Change
- World Cultural Heritage
- African Culture
- European Culture
- Latin American Cultures
- North American Cultures
- Asian Culture
- South Pacific Culture
- Australian Culture
- Multiculturalism
- Observing Cultural Practices in Papua New Guinea

Substrand 2:

- International Participation
- Spreading Culture through Religions and Languages
- Culture Wars and Culture Stereotypes
- Impacts of Multinational Operations on Culture
- Impact of Transport and Communication on Culture
- Culture and the Internet
- Protecting Culture

Substrand 3:

- Unchanging Culture of Papua New Guinea
- Case Study: Interaction of Cultures
- Fictitious Culture

Acknowledgements

We acknowledge the contributions of all Secondary and Upper Primary Teachers who in one way or another helped to develop this Course.

Special thanks to the Staff of the Social Science Department of FODE who played active role in coordinating writing workshops, outsourcing of lesson writing and editing processes, involving selected teachers of National Capital District.

We also acknowledge the professional guidance provided by Curriculum Development Assessment Division throughout the process of writing and the services given by members of the Social Science Subject Review and Academic Committees.

The development of this book was co-funded by GoPNG and World Bank.

MR. DEMAS TONGOGO
Principal-FODE

First Published: 2016
Flexible Open and Distance Education

© Copyright 2016, Department of Education, Papua New Guinea

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.

Printed by Flexible, Open and Distance Education, KONEDOBU

ISBN 978 9980 87 282 1 (set of 6) (2016 Edition)

ISBN 978 9980 87 282 1 (2016 Edition)

National Library Service of Papua New Guinea

Contents

	Page
Strand Title	1
Acknowledgements	2
Contents	3
Secretary's Message	4
Strand Introduction	5
Study Guide	6
Course Materials	7
Sub-strand 1: Cultural Expressions Around the World	8
Introduction.....	9
☐ Lesson 1: What is World Culture?.....	10
☐ Lesson 2: Globalisation and Cultural Change.....	15
☐ Lesson 3: World Cultural Heritage.....	21
☐ Lesson 4: African Culture.....	27
☐ Lesson 5: European Culture.....	33
☐ Lesson 6: Latin American Culture.....	40
☐ Lesson 7: North American Culture.....	48
☐ Lesson 8: Asian Culture.....	54
☐ Lesson 9: South Pacific Culture.....	66
☐ Lesson 10: Australian Culture.....	74
☐ Lesson 11: Multiculturalism.....	80
☐ Lesson 12: Observing Cultural Practices in PNG.....	88
☐ Answers to Practice Exercises 1-12	93
Sub-strand 2: Elements that Shape International Culture	100
Introduction.....	101
☐ Lesson 13: International Participation.....	102
☐ Lesson 14: Spreading Culture through Religions and Languages.....	107
☐ Lesson 15: Cultural Wars and Cultural Stereotypes.....	114
☐ Lesson 16: Impact of Multinational Operations on Culture.....	120
☐ Lesson 17: Impact of Transport and Communication on Culture.....	125
☐ Lesson 18: Culture and the Internet.....	129
☐ Lesson 19: Protecting Culture.....	134
☐ Lesson 20: Contemporary Global Conflicts.....	140
☐ Answers to Practice Exercises 13-20	146
Sub-strand 3: Participation in International Culture	152
Introduction.....	153
☐ Lesson 21: Unchanging Culture of Papua New Guinea	154
☐ Lesson 22: Case Study: Interaction of Cultures.....	161
☐ Lesson 23: Fictitious Culture.....	168
☐ Answers to Practice Exercises 21-23	172
Glossary	174
References	175

SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is part and parcel of the new reformed curriculum. The learning outcomes are student-centred with demonstrations and activities that can be assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution and Government Policies. It is developed in line with the National Education Plans and addresses an increase in the number of school leavers as a result of lack of access to secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system that satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced through this course to provide alternative and comparable pathways for students and adults to complete their education through a one system, two pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all the teachers, curriculum writers and instructional designers who have contributed towards the development of this course.



DR. UKE KOMBRA, PhD
Secretary

STRAND INTRODUCTION



Dear Student,

Welcome to Strand 3 of the Grade 8 Social Science Course.
This Strand looks at Culture.

In this strand you will:

- identify and describe the main features and elements of World culture
- identify factors that influence world culture
- identify the forces and conditions that contribute to changes in the world culture
- look at ways you can participate in world culture

The three sub-strands in this Strand are:

- World Culture
- International Participation
- Unchanging cultures of Papua New Guinea and a Case Study

In Sub-strand 1, World Culture, you will learn about the elements that make up the world culture.

In Sub-strand 2, International Participation, you will learn about the factors that influence world culture.

In Sub-strand 3, Unchanging Cultures of Papua New Guinea, you will learn about the different cultural activities of Papua New Guinea. You will also look at a *Case Study* of culture.

Each Sub-strand has **lessons** with **Practice Exercises** and **Answers**. You must read each lesson and work through the Practice Exercises. You will have to correct your own answers.

The answers to the Practice Exercises are given at the end of each sub-strand. When you complete a sub-strand, you will then complete the **Sub-strand Test** in the Assignment Booklet. You will repeat the same process until you complete the Strand.

We hope you enjoy this Strand!

STUDY GUIDE

Follow the steps given below and work through the lessons.

- Step 1** Start with Sub-strand 1 and work through it in order.
- Step 2** When you complete Lesson 1, you must do Practice Exercise 1.
- Step 3** After you have completed the exercise, you must correct your work.
The answers are given at the end of each Sub-strand.
- Step 4** Then, revise well and correct your mistakes, if any.
- Step 5** When you have completed all these steps, tick the check-box for Lesson 1, on the content page, like this:



Lesson 1: What is World Culture?

Then go on to the next lesson. You are to repeat the same procedure until you complete all the lessons in a Sub-strand.

As you complete each lesson, tick the box for that lesson on the content page, like ☒ . This will help you check your progress.

Assignment: Sub- strand Test

When you have completed all the lessons in a Sub-strand, do the Sub-strand Test for that Sub-strand, in your Assignment Booklet. The Strand book tells you when to do this.

Marking:

The Sub-strand Tests in each **Assignment** will be marked by your **Distance Teacher**. The marks you score in each Assignment will count towards the final result. If you score less than 50%, you will have to repeat that Assignment.

Remember, if you score less than 50% in three (3) Assignments, your enrolment will be cancelled. So, you are encouraged to do your work carefully and make sure that you pass all Assignments.

Here is a sample Study Timetable to use as a guide. Refer to it as a reminder of your study times. A timetable will help you to remember when you should be doing some of your FODE studies each day.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-10:00	FODE STUDY TIME				
10:00-11:00					
1:00-2:00					
2:00-4:00					
6:00-7:00					
7:00-9:00	Listen to or watch current affairs programmes. Write your diary, read a book.				

All the Best in Your Studies!

Course Materials

Here is a list of materials that you will need for this course.

- Grade 8 Social Science Course Book
- Grade 8 Assignment 3 Booklet
- Marker's Guide

Other Learning Materials

- World Atlas
- Newspapers
- Books on Papua New Guinea and other cultures
- Encyclopedia

SUB-STRAND 1: CULTURAL EXPRESSIONS AROUND THE WORLD

In This Sub-strand, You Will Learn About:

- **What is World Culture?**
- **Globalisation and Cultural Change**
- **World Cultural Heritage**
- **African Culture**
- **European Culture**
- **Latin American Cultures**
- **North American Cultures**
- **Asian Culture**
- **South Pacific Culture**
- **Australian Culture**
- **Multiculturalism**
- **Observing Cultural Practices in Papua New Guinea**

SUB-STRAND 1: INTRODUCTION

Strand 3: Culture

Theme: Cultural Expressions

Substrand 1: Cultural Expressions Around the World

Learning outcome: 8.3.1 Compare elements of other national cultures with our own culture.

Learning indicators: You will be achieving this outcome when you, for example;

- locate evidence of globalisation in the community
- summarise key points from a subject matter on cultural change and global trends
- provide examples of multinational operations and their impacts on changing work and traditional cultural practices
- display illustrations of cultural expressions from around the world
- explain some of the cultural practices that they need to observe if you returned to village life at the end of schooling
- explain the range of cultures to which you as an individual belong to at the same time and describe some of the characteristics and customary behaviour associated with each of these cultures

In Sub-strand 1, there are twelve lessons altogether based on the theme Cultural Expression. The lessons will cover cultural expressions around the world including Africa, Europe, Asia, South Pacific, Australia, Latin and North America.

The first part of this Sub-strand introduces and defines World Culture, Globalisation and Cultural Change their aspects and impacts on societies. Emphasis also is placed on the different and important World Cultural Heritage sites and icons.

In the later part of this Sub-strand, Multiculturalism-its good and bad impacts will also be covered. You will also be Observing the different aspects of Cultural Practices in Papua New Guinea using a few examples.

Lesson 1: What is World Culture?



Welcome to Lesson 1 of Strand 3. In this lesson you will learn about world cultures and the elements of world cultures. There are many types of world cultures however you will study only some of these world cultures through examples. Culture is a way of life of a group of people. World culture refers to ways of life practiced around the world, for example, women wearing jeans.



Your Aims:

- define culture and give some examples of world culture
 - identify the elements of world culture
-

What is culture?

Culture is the way of life of a group of people. Different groups of people have their own unique cultures. These cultures are passed on from generation to generation by the past ancestors. However, the origin is not known. It defines the life of humans existence on earth. Culture can change, develop or die out.

Culture consists of

- how people practise their traditions and customs
- what and how they believe and value
- type of language they speak
- rituals and celebrations performed
- their dressings (clothing) and body decorations
- skills used and arts
- symbols used
- goods created and traded
- how they cook food and build houses, and
- roles and relationship of different members of the cultures

There are two types of world cultures: **Material** and **non-material**. Material culture refers to modern and traditional things that you can actually touch, feel and see. Some examples are: radio, music box, house, pig, computer, money, car and many more that you can think of.

Whereas non-material culture refers to things that you cannot see and touch but can feel and think about it. All the examples given above are non-material except *goods created, used and traded*; and many others that you may like to discuss with a friend and write in the space provided below here.

1. _____

2. _____

Now, you will look at elements of World culture.

Elements

Elements of world culture are ways of life made up of material and non-material cultures around the world. When a culture is common around the world it is called **universal**.

Universal means same around the world.

World culture is universal. Universal world culture is what the people of the world have in common. These common things are classified into three groups, which are:

- (i) Physical items (things) such as television, radios, newspapers, books, movies, shoes, computers, clothing, pencils, chalk, cars and trucks.
- (ii) Systems that bring people close together. These systems help people understand more about each other; and to learn to share the same values, attitudes and beliefs.

For example:

- Transport system that let people travel around the world by air, sea, rail or road.
 - Trading system that allow trade items, money, credit (and debt) and tourism to move around the world.
 - Communication systems that provide news, entertainment and direct human contact. Here are the common communication systems used worldwide: Internet, the World Wide Web (www), television, radio, newspapers and movies.
 - Religious systems that seek to influence more people around the world.
- (iii) Beliefs and ideas. Sometimes beliefs are so strong and sometimes they are not so strong. Here are a few examples of beliefs and attitudes that are becoming more common around the world:
- wearing a tie shows respect
 - human rights are important
 - hamburgers and potatoe fries are good
 - going to school and getting an education is important
 - wearing sun glasses makes you look cool

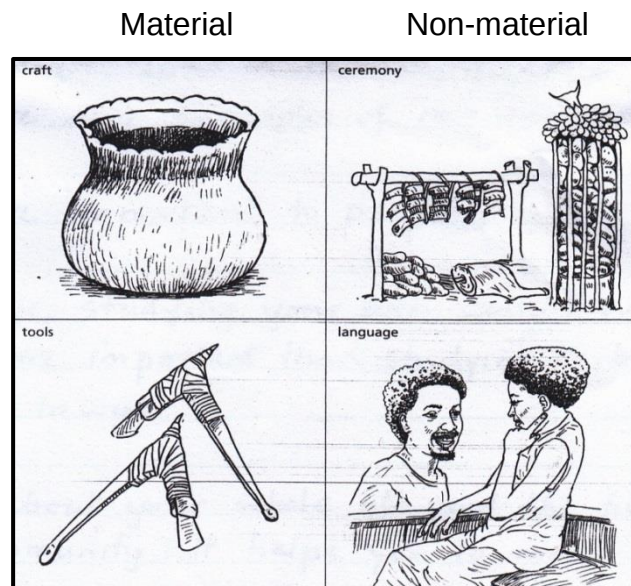
Now, study the table on page 12.

After you have gone through the table see if you can add one more example for material and non-material cultures.

Material	Non-Material
<u>Physical things:</u> - Television, radio, vehicle, mobile, laptop computer, pen, watch, jewelery, perfume, movies, aeroplane, helicopter, bag, clothing, shoes, books, earphones, chalk, blackboard, buildings, tractor, bridge, machineries such as crane, bulldozer; rocket, ship, boat, canoe, and etc. <u>Electronic systems:</u> - Banking, computer (internet, email, google, yahoo, bing, and etc); - mobile (sms, call, Bluetooth, wifi and etc); - Salim Moni Kwik (SMK) - Movies, computer games - Communication - Trade - Transportation	<u>*Abstract:</u> - Traditional beliefs - Respect for elders - Young boys and men must live in the <i>hausboi</i> until after initiation ceremony such as in the Sepik River societies, young boys go to live in the <i>haus tambaran</i> until their bodies are carved and healed, to show that they are now men and can live their own lives. - Modern beliefs and ideas: - Wearing a tie shows respect - Human rights are important - Hamburgers and potatoe fries taste good - Going to school and getting an education is important - Wearing sunglasses makes you look cool _____ _____ - Values - Papua New Guinean traditions and cultures

* The word *Abstract* means idea or in theory, for example, traditional ideas and beliefs.

You can see below examples of traditional material and non-material culture.



Now read the summary.



Summary

You have come to the end of Lesson 1. In this lesson, you have learnt that:

- culture is a way of life of a group of people.
world culture refers to ways of life practiced around the world.
- elements of world culture are ways of life made up of material and non-material cultures.
- when a culture is common around the world it is called universal. World culture is universal.
- culture consists of material and non-material ways of life.
- world culture is an adoption of a common lifestyle worldwide.
- elements of culture shared by people all around the world are classified into three categories.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE



Practice Exercise 1

1. From the list of items given below put them as either Material or non-material culture.

Newspapers, beliefs, television, radio, systems, ideas, computers, pen, values.

Material	Non-material

2. What is culture?

3. What is world culture?

4. Make a list of some world cultures.

5. What does Universal mean?

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1
--

Lesson 2: Globalisation and Cultural Change



In Lesson 1, you learnt about World Culture. In this lesson, you will learn about globalisation and its impacts on our culture. Globalisation refers to modern changes happening in societies all around the world.



Your Aims:

- define globalisation
 - identify evidence of globalisation in your community
 - identify the impact of globalisation on cultures.
-

What is Globalisation?

Globalisation is a process of social and cultural changes occurring in the world, for example, the type of clothes made and worn, manufacturing of goods and services, consumer habits, and architectural designs of buildings. All such changes and many others result in a loss of some unique aspects of cultures all over the world. Cultures have always changed and will continue to change according to societies' needs. Globalisation affects the way cultures are changing. Ideas and experiences are becoming global. That means the same ideas and experiences affect people all around the world.

The different communication channels such as radio and advertising; movies, tourism have made some products global, for example, soft drinks such as Coca-cola, Pepsi and fast food restaurants, for example, Pizza Hut, MacDonald's, and clothing brands such as Jeanswest and Levi. We have Jeanswest retail shop located at the Vision City mega mall in Port Moresby.

Through globalisation, distant places and people are linked in such a way that local events are affected by things that are happening far away, and distant events and ideas are affected by things that are happening locally.

Globalisation is not an even process of exchange. For instance, it is easier to eat a pizza in Nairobi than it is to find Nigerian food in Rome. Another example is that it is easier to find Australians holding top positions in Papua New Guinea's private sector than to find Papua New Guineans occupying top positions in both Australia's private and public sectors.

Modern technology and mobile phone usage is globalisation. What happens in one part of the world is seen and introduced in other parts of the world.

Globalisation means westernisation.
--

Evidence

Globalisation has already influenced our community in a lot of ways. That means communities are more westernised than ever before and it is quite obvious (clearly seen) in the changes happening around us. Some evidences of globalisation in the community are in the type and style of food eaten, music, clothes worn, and technology such as mobile phones, flat screen TV, billboard advertising, and internet. Billboard advertising is showing commercial advertisements only on big TV screens on top of buildings. TST store at Boroko 4 Mile and a few other businesses have already started using billboards to advertise their products.

There are many impacts of globalisation on the culture. Some of these impacts are positive while others are negative. There are many arguments for and against globalisation. The following table shows some of these.

Positive impact (advantages)	Negative impacts (disadvantages)
- opportunities to learn about other cultures and accepting these cultures - rapid increase in worldwide trade - Worldwide community links through the internet: facebook and email - break down of racism, sexism and other stereotypes - more employment opportunities - improvement in technology	- the impact of other cultures can lead to a loss of local culture - more international control over local resources by big corporations such as Transnational (TNCs) and Multinational companies for mining. - loss of nation's political, economic, social and cultural uniqueness. - wide gap between the 'haves' and the 'have nots' - exploitation of workers particularly in developing countries. - traditional skills may be lost

Music

People around the world listen to a wide range of music – classical, advertising music (jingles), dance, church and popular music like country and western, reggae, rap, pop and jazz. Many children in Japan learn to play piano which is not a traditional Japanese instrument. In some countries it is hard to find any traditional music to listen to. Radio stations in Papua New Guinea towns play both the local and international songs and gospel as well.

The *Eagles* is one of the most popular bands in America. They have had many country and western style international hits and their songs are still played on the radio and by bands in Papua New Guinea and all over the world. Their songs are often about the hardships of life. People all around the world can share their feelings when they listen to and sing some of these popular songs such as that of the *Eagles* and other popular songs by international artists and bands.



Illustration 8.3.2a: The Eagles band

The following illustrations are about George Telek, a popular song artist in Papua New Guinea. George Telek comes from Kokopo in East New Britain Province.



Illustration 8.3.2b: Telek [left] posing with Kulu [back] and CHM Video Producer Kanai Funumari [right].

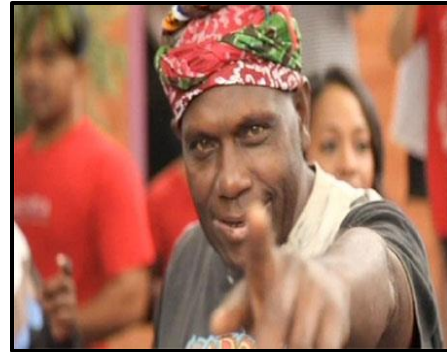


Illustration 8.3.2c: George Telek in the action video titled "West Papua" shot in Melbourne, Australia.

In Papua New Guinea, there are many local musicians such as George Telek, Dadi G, Lista Serum, and many more. You have seen on the last page photographs of George Telek who is a very talented East New Britain local musician. His music has promoted PNG overseas such as in 2012 when he and his band were invited to perform at the London Olympics.

You can add onto the list some more local PNG musicians and bands in the spaces provided below.

Arts and crafts

People around the world enjoy the arts and crafts of many countries – for example, painting, carving, photography, screen printing, pottery, knitting, sewing and jewellery. Art and craft has always been traded and exchanged between cultures. For example, people in different countries, including Papua New Guinea, now know how to arrange flowers in the Japanese style, and Japanese women in Port Moresby can learn to make bilums.

Dress and fashion

People around the world now wear a variety of modern fashions. In some nations this is worn alongside national dress. Often it is the young people who adopt a 'globalised' style. In Korea it is possible to see old people wearing traditional jackets, while young people prefer T-shirts and jeans. Visitors enjoy dressing in traditional costume, but on the street, globalised clothing such as jeans are popular everywhere.

The origin of jeans

In America during the 19th century, cowboys needed extra strong trousers and boots when they rode horses all day to round up cattle. A young immigrant called Levi Strauss made trousers for miners and cowboys from canvas. This fabric proved too rough so he found

another fabric called denim which he made into trousers called jeans. With a business partner he registered the design of his jeans with riveted pockets in 1873. At first, only miners, builders, farmers and cowboys wore jeans. Jeans were the 'uniform' of the working men. Over time, the dark blue jeans faded with the sun and from being washed and became light blue.

Many young people in America liked the look of the faded jean and so they became very fashionable. There are now specialised shops that sell jeans from all over the world. Jeans are no longer the 'working man's clothes', but worn on almost every occasion. Pop star often wear jeans for their performances and the word jeans are part of the lyrics of some songs.

See pictures below showing men and women jeanswear at Jeanswest.



Illustration 8.3.2d:
Jeans for women



Jeans for men

Ceremonies

Ceremonies are a large part of culture everywhere. Some ceremonies have spread from one culture to another. People in many parts of the world now celebrate Christmas, Easter, Valentine's Day and Halloween, even when the celebrations are not part of the customs or religion of that nation. In the International Education Schools (IEA) here in Port Moresby ceremonies such as the Halloween are celebrated. The children are dressed in their favourite scary tale characters such as a witch, or wizard, etc.



Illustration 8.3.2e: Celebrating Valentine's Day is a gift of flowers in the shape of a heart.

Here are some pictures of the Halloween and Valentine's Day.

Halloween

Halloween is also called All Hallows Eve, or All Saints' Eve. It is observed by both Christians and non-Christians around the world. Halloween is a time of celebration and superstition. It is thought to have originated with the ancient Celtic festival of Samhain, when people light bonfires and wear costumes to chase away ghosts. In the 8th Century, Pope Gregory III marked November 1 as a time to honour all saints and martyrs.



Illustration 8.3.2f: A jack-o'-lantern, is one of the symbols of Halloween.

Over time Halloween developed into a non-spiritual community-based event thought of as child-friendly activities such as *trick or treat*. Children wear favourite scary costumes such as a witch, wizard, and etc., and share sweets with one another.

Valentine's Day

Valentine's Day is also called Feast of St. Valentine, and is a day to celebrate love and affection. It occurs on the 14th February and is observed in many countries. Valentine's Day is observed by sending greeting cards and gifts, dating, and church activities.

Now read the summary.



Summary

You have come to the end of Lesson 2. In this lesson, you have learnt that:

- globalisation is a process in which a common lifestyle is adopted all across the world.
- evidence of globalisation in the community are through different types and style of food, music, celebrations such as Halloween and Valentine's Day; clothes worn such as jeans; and technology such as mobile phones, internet, flat screen TV, billboard advertising.
- globalisation has many positive and negative impacts on culture.
- globalisation is not an exchange but westernization of culture.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE



Practice Exercise 2

1. What is globalisation?

2. Identify and list some evidences of globalisation in the community.

3. List and describe some positive and negative impacts of globalisation on culture.

4. Explain in a paragraph how globalisation influences the rural and urban community in Papua New Guinea.

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1

Lesson 3: World Cultural Heritage



In the last lesson you learnt about globalisation, its evidences and impacts on society. In this lesson you will learn about the different cultural heritage sites in the world and study why these sites are important.



Your Aims:

- define cultural icons
- identify most popular cultural icons around the world.
- display the most popular cultural icons round the world
- explain the significance of the icons

What is cultural icon?

We can look at culture through cultural icons. An icon is an image or symbol. A cultural icon is a symbol of that culture or a part of the culture. It is mostly famous and easy to recognise. An icon tells us something about the culture of a people or place. By studying the different cultural icons in different places helps one understand a group of people and their culture better.

Identify famous cultural icons

The table below lists some examples of famous cultural icons around the world.

Country	Icons
U.S.A	Marilyn Monroe, Statue of Liberty (New York), baseball, the American flag (known as 'the stars and stripes'), Grand Canyon (Colorado), Mickey Mouse, Yellowstone National Park
India	Mahatma Gandhi, sacred cows, Taj Mahal, Ganges River
China	The Forbidden City, the Great Wall of China, Confuciusm, Mao Tse-tung (or Zedong)
France	Eiffel Tower, the Louvre, Notre Dame
Australia	Sydney Opera House, Kangaroos, Uluru (Ayers Rock), Great Barrier Reef
New Zealand	The All Blacks (rugby team), Maori carvings.
Thailand	Wat Phra Kaeo
United Arab Emirates (UAE)	Palm Islands
Vietnam	Halong Bay

Cambodia	Angkor Wat
Japan	Japanese National Flag: white and red dot
Egypt	Pyramids of Giza
Rome	Colosseum, City of Venice

Display famous cultural icons

The pictures below show some famous cultural icons.



Illustration 8.3.3a: Mikey Mouse, Disneyland, Los Angeles, USA

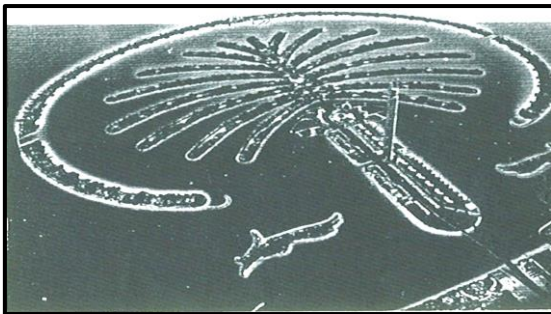


The Great Wall of China



Sydney Opera House, Australia

Here are more pictures of famous cultural icons around the world.



Dubai, United Arab Emirates, is one of the fastest growing cities in the world. The Palm islands are three large man-made islands.



Halong Bay has over 1600 steep *limestone* pillars and islands that rise from the water. It became a World Heritage site in 1994.



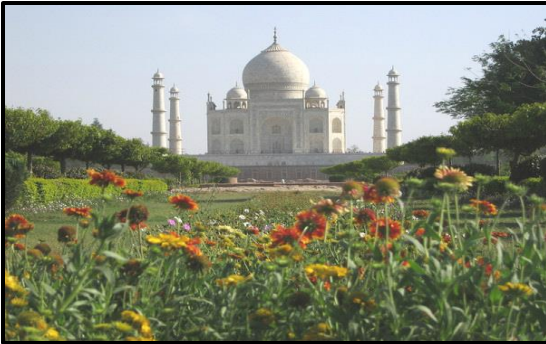
Angkor Wat is the oldest religious monument in the world. The central Hindu temple has 70 meters high towers.



Illustration 8.3.3b: Japanese flag: white and red dot.



Illustration 8.3.3c: Stone statues called Moai in local language at Rapa Nui, Easter Islands, Chile



Right: Eiffel Tower, Paris

Left: Taj Mahal, India



Left: Wat Phra Kaeo, famous Buddhist Temple, Bangkok



Pyramids of Giza, Egypt



Great Barrier Reef, Australia



Colosseum, Italy



Venice and its lagoons, Italy



Yellowstone National Park, USA

The major world religions also have their own icons. Originally *icon* meant 'an image'. For example, a Buddha is an iconic image of the Lord Buddha, who started the Buddhist religion. An image of Christ or the crucifixion is iconic of the Christian faith.

The way the word *icon* has changed is an example of the way culture changes.

A famous cultural icon for Papua New Guinea is the Parliament House presenting the traditional *Haus Tambaran*. Can you think of a few more cultural icons in Papua New Guinea? Write them down.

Importance of cultural icons

A cultural icon is an important part of culture of any society. Cultural icons represent the type of cultural activities practiced in a society. Cultural icons can be religious such as the Christian Cross or a famous Buddhist temple. It can be traditional such as the modern form of Parliament House *haus tambaran*; or it can be an animal such as the Bird of Paradise, or the Australian Kangaroo. A cultural icon can even be a group of people or club famous in what they do such as the All Blacks Union team of New Zealand, or the PNG Kumuls. A cultural icon can be any feature or part of culture as long as it is famous and the only kind in that place or region.

Cultural icons are important because they describe and represent the culture of a society. Cultural icons tell us about the kind of architecture, art, ancestral origin, religious faith, beliefs, and environment. A society therefore is identified through its cultural icons.

Now read the summary.



Summary

You have come to the end of Lesson 3. In this lesson, you have learnt that:

- a cultural icon is a symbol or part of a culture.
- different places in the world have own cultural icons.
- cultural icons are famous and easily recognised.
- cultural icons tell us about the culture of a group of people or place.
- cultural icons are important because they describe and represent the culture of a society.
- major religions are also represented by iconic symbols. The Christianity icon is the Cross.
- the way the word *icon* has changed is an example of the way culture changes.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE



Practice Exercise 3

1. What is a cultural icon?

2. List at least ten famous cultural icons around the world and the country each is found in.

Country	Icon
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

3. Describe the importance of cultural icons in a paragraph.

Find out:

4. Collect and paste pictures and articles of the most popular cultural icons in Papua New Guinea and around the world.

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1

Lesson 4: African Culture



In Lesson 3, you have learnt about some famous cultural icons and world heritage sites. In this lesson you will learn about the different African cultures, and its spread and effects on world culture.



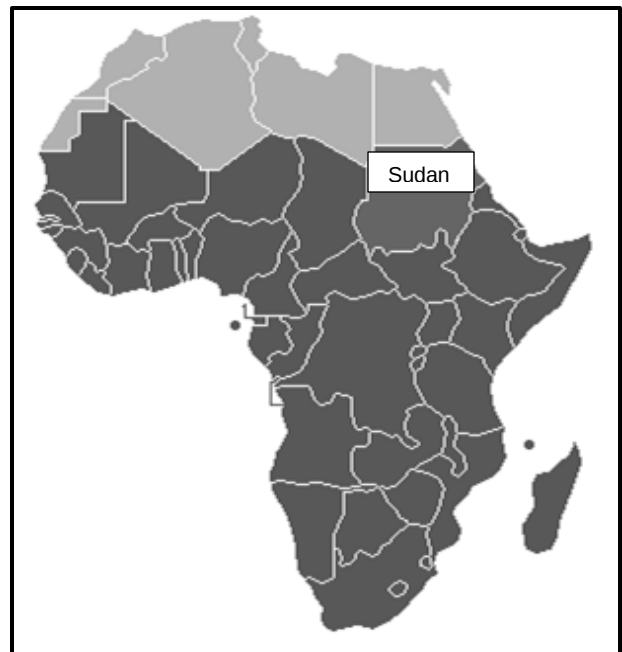
Your Aims:

- describe the spread of African culture
 - identify some famous African cultures that have spread the world
 - describe the importance of the spread of African culture
 - identify and list positive and negative impacts of African cultures
-

African culture is divided into two broad groups, North Africa and Sub-Saharan Africa. North African culture is led by Islam while Sub-Saharan Africa is divided into a great number of religions and cultures.

The map of Africa below shows (1) North Africa region (light grey) and (2) Sub-Saharan African region (dark grey) except Sudan.

There are about two thousand languages and dialects spoken in Africa. Numerous tribes, ethnic and social groups, are indigenous to Africa. Some of the tribes and ethnic groups are engaged in different forms of activity including subsistence activity, such as hunting and gathering, pastoral care, agriculture and farming. These activities and other activities form the basis of life in Africa. Other social groups are engaged in activities such as trade and commerce all of which contribute to African culture and traditions.



Spread of African cultures

The spread of African culture into America started in the 17th century (1800s) when Africans were taken as slaves to North America. These slaves were not allowed by law to practice their cultures in the United States. Therefore the main tradition the enslaved African people kept going were oral traditions. Oral traditions included stories, songs, myths and folklores.

Famous African cultures

Various African tribes have a highly advanced tradition of arts and handicrafts. In particular, African masks often have stylish designs. Shells are often used by various African cultures and tribes to make jewellery. Folktales are very common and represent an important part of African culture.

Various African tribes have a rich oral tradition and legends are an important part of that tradition. One important part of African culture is the cuisine which traditionally is a combination of native fruits and vegetables, dairy and native wild game.

Alcoholic beverages are common among various African cultures and a common alcoholic drink in Sub-Saharan Africa is an Ethiopian wine called “Tej”.

Food

African cuisine is largely traditional, apart from colonial influences and includes meat, vegetables, fruits and dairy products. Grains, cassava and yams form the basis for many meals. Stews of vegetables and meat are quite popular. Influences of Arabs, Indians, Europeans migrants add to the kind of cuisines available.

Meat is not always used up by most East African tribes. Domestic animals such as sheep, goat and cattle, are often used as currency, and therefore are not consumed by many African cultures. One of the most popular drinks in the world has its origin in African culture; coffee is native to Africa and is thought to have been first cultivated by Ethiopians.

Later the African tradition of drinking coffee was spread to Arabia and later became common worldwide. Another important influence of African culture on the world is its music, whose musical rhythms and dances have had a intense influence on music the world over. Southern African cultures are famous for the drumbeat and musical forms that have spread around the world. These people value speaking and singing and using bright colours just like bright music.



Illustration 8.3.4a: Ethiopian woman preparing coffee at a traditional ceremony.



Illustration 8.3.4b: A typical Ethiopian and Eritrean meal
Consisting of several stew (wat)

The African cultures brought many types of music to North America: Blues, jazz, soul, rock and roll, rap and hip-hop are all based on African cultural traditions. Slaves brought many musical forms to South America. The results include tango, rumba, samba, mambo, bossa nova, salsa and reggae.

Arts and Crafts

Arts and crafts have a rich tradition in Africa. Wood, metal, gourds and leather are used for fashioning all types of work. African arts and crafts include sculpture, paintings, pottery, ceremonial and religious headgear, musical instruments, weapons and traditional dress. There are many different social groups and tribes found across the continent of Africa. Their culture varies from tribe to tribe. Some have traditions of clothing and accessories, in the form of jewelry, beads, apparel and shell that reflect their traditional origin.



Illustration 8.3.4c: The lower lip is cut and a lip plate is inserted under the skin to stretch it, once the lip heals it looks like this. This practice is for beauty.

Apparel is traditional wear. Tattooing and piercing are common. Male and female **circumcision** is practiced in some parts of Africa. Masks, headgear, hunting gear, weapons, ritual artefacts are used to mark identity, special abilities, and status of the individuals.

There are many social events associated with the tribal cultures such as courtship, weddings, initiation into warrior groups, coming of age, feasting and other traditional celebrations.

Kwaanzas celebration is an African American holiday observed by African communities throughout the world that celebrates family, community, and culture. It is a seven-day holiday that begins December 26 and continues through January 1. Kwaanzas has its roots in the ancient African first-fruit harvest celebrations from which it takes its name.

Oral traditions

Oral literature consists of myths, fables, folklores, history, genealogy (family), singing and storytelling.

Religion and beliefs

African Religions include beliefs such as spiritual beliefs, witchcraft, and Shamanism. Shamanism is carried out by a Shaman (spiritual person) who talks to the spirit world. Modern religions such as Islam and Christianity still have a large number of followers. There are many other religions and belief systems in Africa.

Importance of the spread

It is important that the African culture has spread worldwide. Some of these reasons are:

- African oral traditions have been maintained to be passed on from generation to generation in the US

- every culture is unique, therefore other people will learn, know and adapt African cultures to suit their needs. Also because they like certain aspects of these cultures like the Reggae music.
- African oral traditions for example songs can become contemporary with modern musical instruments affecting lives of many people through soulful music and beats, and adding variety to the music industry

Impacts

The spread of African cultures have significant effects in the lifestyle of people all around the world. Famous African cultures that have spread around the world are, reggae music, African dances, dress fashion, style of communication (verbal conversation), attitudes and behaviours. However, there are positive and negative impacts about adapting African cultures.

The table below shows some African impacts.

Positive	Negative
• Creating music variety	• Reggae music is associated (linked) with marijuana
• African movies show African women with different hair styles and dressing encouraging PNG mothers and women to copy.	•

Suggested ways to minimise negative impacts

We can discuss, share and suggest ways to reduce the negative impacts that the African cultures may have on our culture. Some possible measures are:

- doing public awareness campaigns
- abstain from adopting new cultures that spoil our moral principles of life
- uphold and promote our own culture etc.

Now read the summary.

**Summary**

You have come to the end of Lesson 4. In this lesson, you have learnt that:

- African culture is divided into two broad groups: North Africa and Sub-Saharan Africa. North African culture is led by Islam while Sub-Saharan Africa is divided into a great number of religions and cultures.
- the spread of African cultures began during the slavery period.
- the spread of African culture is important because there are aspects of these cultures such as music that young people like and have adapted to it all around the world.
- African cultures are easily adopted by many people around the world.
- various African tribes have a highly advanced tradition of arts and handicrafts; oral traditions and legends which are important parts of the African cultures.
- oral tradition are: myths, fables, folklores, history, family line, singing and storytelling.
- examples of famous African cultures are reggae music, written language, urban settlements, dances, folklore, crafts and songs.
- the spread of African cultures have both positive and negative impacts.
- Papua New Guinea has been impacted by African cultures. They are: listening to Reggae music, smoking marijuana and women's different hair styles like braids, relax and perm.
- cultural adoption is to have another lifestyle beside your own real culture.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE



Practice Exercise 4

1. List some examples of African cultures practiced in Papua New Guinea.

2. What is the importance of the spread of the African cultures?

3. Give one positive and negative impact of adopting African cultures.
 - (i)

 - (ii)

4. Suggest two possible ways to reduce negative impacts of African cultures on our PNG culture.
 - (i)

 - (ii)

Find out:

5. Observe, collect and paste pictures and articles related to African culture.
-

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1
--

Lesson 5: European Culture



In the last lesson you have learnt about the different African cultures of North Africa and Sub-Saharan Africa. In this lesson you will learn about the European culture. Europe is a big continent like Africa and has many different cultures as well.



Your Aims:

- describe the European culture and explain how it spreads
- identify famous European cultures
- describe the importance of European cultures

Before you begin your lesson study the map of Europe and the countries within Europe. The many countries in Europe should tell you the many and varied cultures of this one big continent.



Map Illustration 8.3.5a: Northern Europe

European cultures

It was through the pagan cultures of native Europe that the base of modern European cultures were set by the Greeks, Romans and Christianity. Because of its global connection the European culture grew, with a need to adopt, adapt and influence other cultures. In the mid 19th century (1800s) the growth of European education and the spread of Christianity help push European culture and its way of life, into becoming “global culture”

Modern European culture is one of growing unity. The people of Europe are trying to work together more and more. They are trying to change a culture of conflict to a culture of co-operation. European culture is now called a ‘tolerant’ culture. This means it allows for differences amongst the different people and cultures living and working in Europe. This culture supports democracy and human rights.

Europe is famous for its painters, sculpturers, classical and popular musicians, writers, architects, scientists, and philosophers. It has a rich culture and history. Much of this is kept in museums and galleries. Its cultural history is seen in buildings, landscapes, sculptures, paintings, music, literature, and scientific inventions all over the world.

Europe has a mixture of cultures. Northern Europe consists countries of Germany, the United Kingdom, Scotland, Ireland, Wales, Great Britain (England); Sweden and Norway which have a different set of cultures. Other middle and southern European countries located below Northern Europe are Portugal, Spain, France, Germany, Luxembourg, Belgium, Italy, Malta, Hungary, Switzerland, Romania, Greece, Czech Republic, Russia, Bosnia and Herzegovina, Kosovo, Bulgaria, Cyprus, Georgia, Turkey, Moldova, Czech Republic, Serbia, Austria, Poland, Malta, Ukraine, Belarus, Latvia, Macedonia.

Christianity and **Protestant** are common religious features of Europe and Islam with about 5.2 percent more or less. The Northern European cultures tend to be more reserved (kept back). They have beautiful buildings, artworks and landscapes. In southern Europe, the Greeks and Romans provided the base for a number of European cultures. For example, the Latin culture started in what is now the country of Italy.

For you to try:

- Can you find any part of European cultures in Papua New Guinea? Yes, English language, pizza, modern fashion.
- How many different cultures can you find on the European continent? Many different cultures.



Illustration 8.3.5b: Trevi fountain in Italy.

Protestant refers to a Catholic denomination or believers who broke away from the Roman Catholic church in 1517 due to disagreements about its doctrines (rules), rituals, leadership and church structure.

Spread of European cultures

European culture spread to different parts of the world in different ways. Some of these ways are through government dealings, education, early European missionaries and settlers who went to different parts of the world, tourists coming into the country, local students studying overseas in European countries and mass media such as broadcast in TV, news, shows, movies and internet.

European cultures are well-known and accepted worldwide. People all over the world have accepted these cultures. Some aspects of European cultures adopted worldwide are, for example, architectures, English language of communication, literatures (poetry, fables), clothing and dressing, behaviours and attitudes such as in manners and professional conduct or work. We have also adopted special day celebrations such as Valentines, Christmas, and Boxing Day.

Now you will look at some famous European cultures.

Famous European cultures

Study the table below that lists the cultures of Europe.

1. Arts

- Paintings by Leonardo Da Vinci of: *Mona Lisa*, *Last Supper*.
- Sculptures
- Classical music by Beethoven, Brahms, Schuman, Wagner, Mozart, Chopin. The London Symphony Orchestra, is one of the finest group in the world.
- Folk music
- Popular music: There are many different types of music. These are R & B, Hip Hop,
- Architecture: There are many different types of European architect such as that of the French, English and Italians.
- Literature: Europe has produced some of the most prominent or popular fiction and nonfiction writers of all time such as William Shakespear.
- Performing Arts
- Film
- Video computer Games: some of the most popular games of all times come from Europe such as the *Grand Theft Auto* (series); *Tomb Raider*.

2. Science

- CERN - The European Organisation for Nuclear Research, is the birthplace of the World Wide Web (www) and home of the world's largest machine: the Large Hadron Collider. It is the world's largest physics lab, situated between the border of France and Switzerland, built in 1954.
- ESA – The European Space Agency's Space flight program that includes human spaceflight, the launch and operations of unmanned exploration missions to other planets and the Moon, Earth observations, science, telecommunication, and designing launch vehicles.
- Europe has produced some of the greatest scientists, inventors and intellectuals in history.

-Some of Europe's most famous scientists and intellectuals from Germany were Albert Einstein, Johannes Kepler, Johannes Gutenberg, Godfried Leibniz, Daniel G. Fahrenheit, Karl Benz.

-Those from UK were Isaac Newton, Charles Darwin, Michael Faraday, James Joule, Edward Jenner, James Watt, Alexander Fleming.

-Ivan Pavlov (Russia), Louis Pasteur, Marie Curie (France), Leonardo Da Vinci, Galileo Galilei (Italy), Euclid, Ptolemy (Greece), Sigmund Freud, Ludwig Boltzmann (Austria), Anders Celsius (Sweden), Niels Bohr (Denmark).

3. Philosophy

Philosophy is idea or viewpoint about something. Europe shares common ideas and viewpoints with the West such as America.

4. Religion

The most noticeable religion in Europe is Christianity with 76 percent, and as of 2010, 5 percent identified as Muslims.

5. Cuisine

Steak in particular is a common dish across the west. A lot of emphasis is placed on sauces and seasonings. Many dairy products are utilized in the cooking process. Wheat flour bread is common, along with pasta, dumplings and pastries. Potato has become the main diet of Europeans since the European colonisation of the Americas.

6. Clothing

There are different style of modern design of clothing.

7. Sport:

There are many great sportsmen that have come from Europe and will continue to produce some very talented sportsmen and women in the future.

The photographs below show some of Europe's very famous scientists, writers and painters.

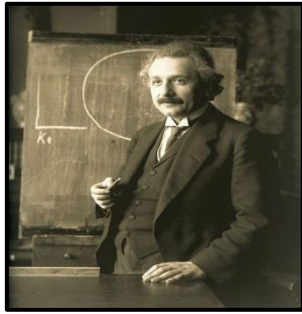


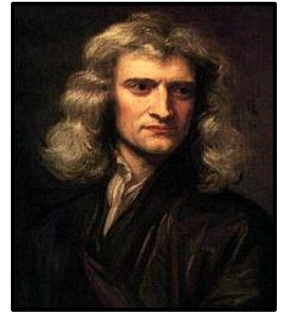
Illustration 8.3.5c: Albert Einstein



Leonardo Da Vinci



William Shakespear



Isaac Newton

Latin culture

The Latin culture is a famous European culture. Latin cultures started with the Romans. Latin was the language of the Roman civilisation. Today, no one speaks Latin as a first language. So no one is really sure how the Romans pronounced Latin. The Roman Empire adopted Christianity as the official religion about 1, 700 years ago. The Roman Catholic Church is an important part of Latin culture today.

The Church used the Latin language in religious services until well after World War II. Even now, the Latin language is important in some church ceremonies. And now since Pope Benedict became Pope he would like the Catholic Church to say the Eucharist in Latin.

There are languages that come from Latin in other parts of what was the Roman Empire. The Italian, French, Spanish, Portuguese and Romanian languages are all based on Latin. People who speak these languages share some parts of the Latin culture.

In traditional Latin culture, the value of honour is very important to men. Women dress humbly. They cover their heads and shoulders when going to church. Traditionally, the woman's place was in the home while the man worked.

The arts, poetry, philosophy and history were all very important in traditional Latin cultures. For a long time, the Catholic Church was the major patron for art. Churches and cathedrals in Spain, Italy and Portugal were places where painters and sculptors could find work.

Importance of European cultures

The spread of the European cultures have helped many different cultures in the world. We read history and other sources that civilisation was the result of some famous European cultures being spread and adopted by people. Today, around the world the European influences are quite important. The early civilisation of European nations has brought many changes into the world, which in fact have led to globalisation and because of globalisation the world is now advancing into science and technology and modernisation. Some benefits of the spread of the European culture on the world are, for example, the British English language. It has become the world language and every one is educated through it mainly in the commonwealth countries and large democracies such as US.

People today dress using modern clothing materials, footwear and accessories. However, despite the benefits of Western influences, there are also negative impacts. For example, people tend to forget their own cultures or even lose some unique aspects their own cultures.

Now read the summary.



Summary

You have come to the end of Lesson 5. In this lesson, you have learnt that:

- European culture is one of many cultures.
- Europe reflects a mixture of cultures.
- European cultures are famous and accepted worldwide. People all over the world have accepted these cultures.
- spread of the European cultures have helped many different cultures in the world.
- civilisation was the result of some famous European cultures being spread and adopted by people.
- early civilisation of European nations brought many changes into the world, which have led to globalisation and advancement into science and technology and modernization.
- European cultures were spread through colonization and missionaries into all parts of the world.
- the influences of European culture are obvious in Papua New Guinea.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE
--



Practice Exercise 5

1. List some examples of European culture in Papua New Guinea.

2. Why is it important to accept European cultures in Papua New Guinea?

3. Write down one main benefit of the spread of the English language.

4. List some examples of famous European cultures that have spread around the world.

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1
--

Lesson 6: Latin American Cultures



You learnt about the European culture in the last lesson. European culture has spread and affected many modern day cultures throughout the world. In this lesson you will learn about the Latin American cultures. The Latin American cultures were introduced by the Portuguese and Spanish to South America and carries many aspects of European culture.

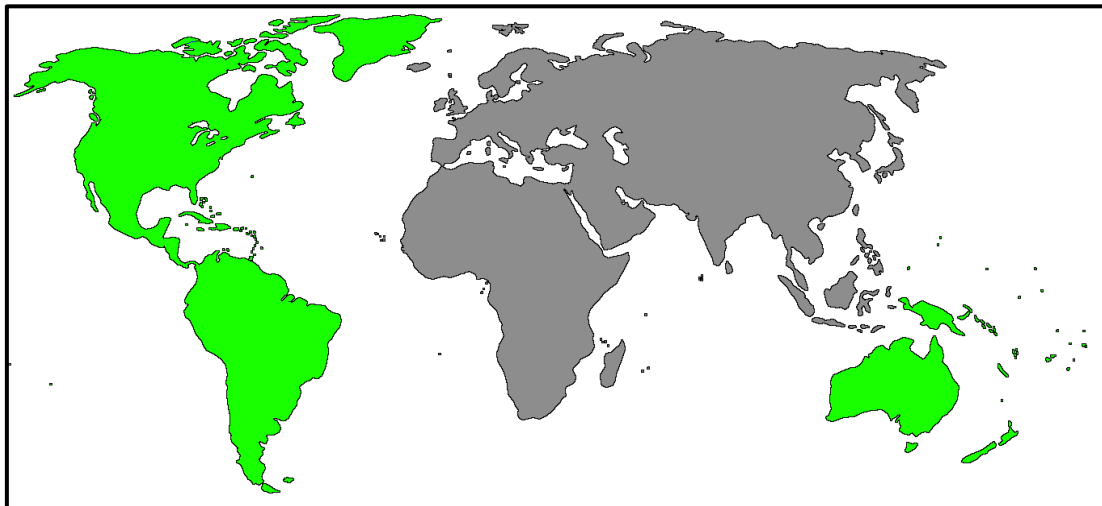


Your Aims:

- describe Latin American cultures
 - identify evidences of Latin American cultures in Papua New Guinea
-

South America

The New World refers to the cultures brought by the Europeans to North and South America, Australia and Oceania including Papua New Guinea. It relates to Papua New Guinea in the sense of the Europeans colonising North and South America, Australia and Oceania. Oceania refers to the Pacific Island countries. During European colonisation European cultures were spread and adopted by the colonised societies.



Map illustration 8.3.6a: "New World" described as the Americas and Oceania, distinguished from the three parts of the "Old World" (Europe, Asia, Africa).

Latin American cultures

The South American culture is the combination of almost half of the culture of this world. South America has its own culture that was fostered by the native people who were the original inhabitant. This culture had its own traditions and heritages.

Later the mainstream culture was influenced by the other cultures. Among these other cultures were the European culture, the African culture, and recently the modern culture of North America.

Latin American or South American refer to the people of South America including the Portuguese, Spanish and French migrants.

Latin America generally includes those parts of the Americas where Spanish, French or Portuguese prevail such as in Mexico, most of central America, and South America. There is also an important Latin American cultural presence in the United States, like in, California and the Southwest, and cities such as New York and Miami. See below a map of the United States of America and its 48 states except Alaska and Hawaii.



Map Illustration 8.3.6b: Map showing a total of 48 states of the US. Latin American culture is spread across the USA.

Along with the indigenous culture that was developed during the Mayan civilization, there are influences of the European cultures that were brought by the colonisers to the continent. Moreover, South America had been almost the central point of the slave trade. As a result of the slave trade, that involved the Africans slaves, in South America, African culture developed through these people.

The indigenous cultures were the Aztec and Incas of South America. These groups of people were the natives of America. These native civilisations had their own cultures and traditions and over time some of their cultures blended into the Portuguese and Spanish cultures becoming Latin American culture.

The Latin American culture is the formal or informal expression of the people of Latin America. It includes both **high** and **popular culture**.

High culture is made up of literature, and high art. Literature is writing. High art refers to music and visual arts especially painting that is highly valued. High culture therefore refers to cultural practices carried out mainly by the educated and wealthy people.

Popular culture is made up of music, folk art, dance as well as religion and other customary practices observed by everyone.

Literature is the writings dealing with a particular subject, for example, *English and Literature*

Types of Cultures

Music

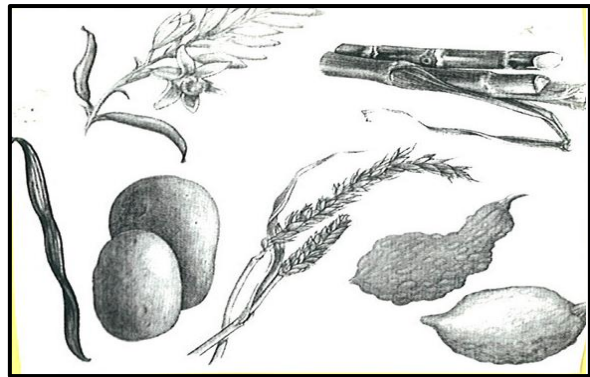
Guitars and music are one important part of Latin American culture. The African slaves brought to South America introduced other cultural elements such as music, xylophones, and traditional ways of singing and story-telling. This resulted in new types of music.

Food and food crops

Latin American people grow sugarcanes, bananas, maize, corns, cocoa, chillies, avacados, potatoes and other tropical crops that are found in tropical countries. The coastal people obtain seafood and the highlanders get their extra food by hunting and gathering bush food. Most of the native crops such as bananas and sugars support the economies. However, today more outside foods have been introduced affecting the South Americans diets. Some of the native Latin American foods are shown below.



Illustration 8.3.6c: Tropical bananas



Locally grown foods

Food crops produced by peasants or farmers are mostly sold at their local markets and some are for their own consumption. Others are bought by big business houses to sell at the supermarkets in the urban centres.

Mode of Transport

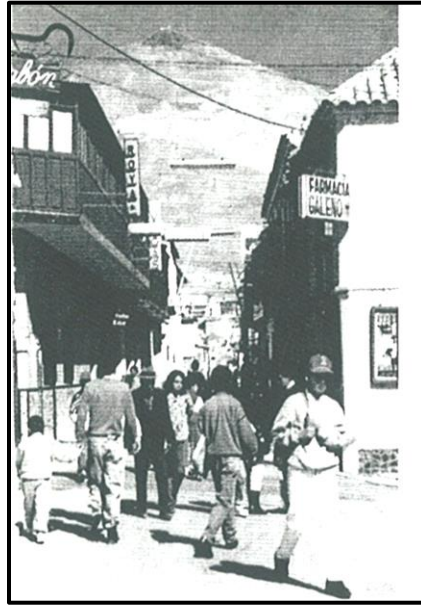
A variety of transport modes are being used in south America. The most common transport used by native Americans in the past was walking. They also used canoes and rafts to cross huge rivers such as the Amazon in Brazil. Others used donkeys.

However, these modes of traditional transport have ceased since the coming of the Spanish and Portuguese, and westernisation. Modern modes of transport such as cars, aeroplanes, ships and boats have replaced them.

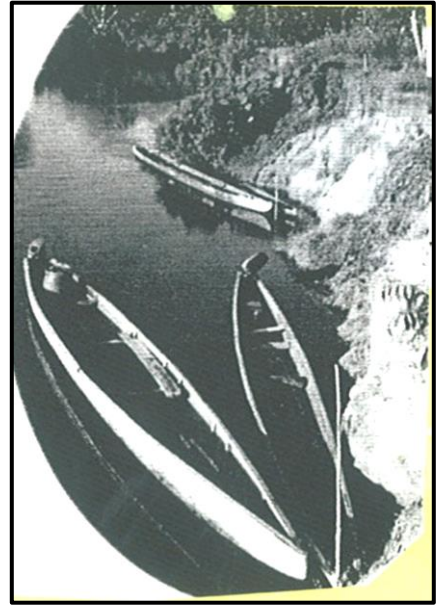
See here below pictures of types of transport used before and now.



Illustration 8.3.6d: Donkey traffic: Donkeys are a traditional way of getting around.



When the Spanish conquered Bolivia, Cerro Rico became the world's biggest silver mine.



Upriver: Motorized canoes travel along the Rio Aguarico, which flows through eastern Ecuador.

Rituals and Celebrations

The Latin Americans celebrate their special events guided by their native calendars. Some examples of important celebrations every year include weddings, victories of tribal war, and burial ceremony. Today, the natives still hold strong many of their traditional rituals and ceremonies. An example is the burning of their dead.

Look at the sketch and picture below.



Illustration 8.3.6e: Day of the Dead: Mexicans Celebrate their dead each year on November 1.



Mexican mummy

Languages

Latin Americans speak their own dialects. However, today, most are Spanish and Portuguese speakers. The natives still speak their tribal dialects as well as English. For example, Costa Rica and Guatemala use Spanish as their official languages while Bahamas uses English as its National language.

Architecture

Most buildings in South America are of ancient architecture. In the past natives used simple bush materials to build small primitive huts and lived in groups, in fear of enemies. During the Aztec civilisation in Mexico huge pyramid-shaped temples and large homes were built. During Spanish colonisation these buildings were torn down and churches built in their place. The Incas civilisation existed in Ecuador, Peru and Bolivia. These groups of people built traditional places of worship and a complex system of agriculture. The system involved the use of potatoes called *quinoa*, a high-proten grain, and corn, as staple foods.

Dressing

Latin Americans have different dressing and costume styles. Most of these are Spanish and Portuguese. The natives who still live primitive lives dress in their own traditional costumes.

See the different traditional costumes worn by Latin Americans across South America.



Illustration
8.3.6f: Yapo,
Brazil

Bolivia through to Brazil

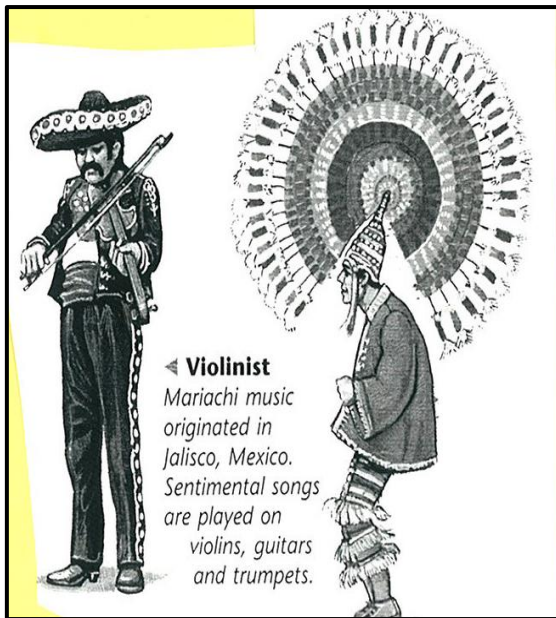
Brazil through to
Venezuela

Chile through to
Argentina

Arts and Crafts

Latin Americans have a variety of native dances and songs that have been made more attractive with the use of modern arts and instruments. Many Latin Americans are skilled craftsmen. They produce all kinds of crafts, decorations and gifts to sell. Latin women are skilful in making textiles or cloths using modern and traditional materials.

The following sketches show a Latin woman weaving textiles and a Mexican making music using the different musical instruments.



Pattern textiles woven by hand

Illustration 8.3.6g: Mexican musical instrument

Now read the summary.



Summary

You have come to the end of Lesson 6. In this lesson, you have learnt that:

- the definitions of Latin America vary.
- from a cultural view, Latin America includes parts of the Americas where Spanish, French or Portuguese prevail like Mexico, most of central America, and South America.
- Latin American culture is the formal or informal expression of the people of Latin America. It includes both high culture and popular culture.
- Latin Americans consist of people of all the countries in South America, Central America and Mexico.
- South American culture is a combination of almost half of the culture of this world.
- South America has its own culture that was fostered by the native people who are the original inhabitants. This culture had its own traditions and heritages.

- mainstream culture was influenced by other cultures. Among these were the European culture, the African culture, and recently the modern culture of North America.
- along with the indigenous culture developed during the Mayan civilisation, there are influences of the European cultures that brought by the colonisers to the continent.
- two ancient civilisations were the Aztec and the Incas of South America.
- Latin American cultures have spread to other parts of the world.
- coastal people obtain seafood and the highlanders get their extra food by hunting and gathering bush food. Most of the native crops such as bananas and sugars support the economies.
- musical instruments and story-telling were introduced by the African slaves.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE
--



Practice Exercise 6

1. What are the two ancient civilisations of South America?

(i) _____

(ii) _____

2. What ancient developments occurred during the Inca civilisation?

3. What ancient developments occurred during the Aztec civilisation?

4. Explain the *New World* culture in South America.

5. List an example of Latin culture in Papua New Guinea.

6. Differentiate between high and popular culture. _____

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1
--

Lesson 7: North American Culture



In Lesson 6, you learnt about the South American Latin cultures. In this lesson you will learn about the North American cultures and their impact on Papua New Guinea culture.



Your Aims:

- identify different cultural groups that settled in North America
 - describe the spread of North American culture
 - identify evidence of North American culture in Papua New Guinea
 - list positive and negative impacts of North American culture in the lives of Papua New Guineans.
-

North American cultures

The North American culture started with the indigenous Indian people. Settlers from other parts of the world started migrating to the New World as early as 1500s. The New World refers to North and South America; Australia and Oceania. You can refer back to Lesson 6 to see the map of the New World. The term originated in the early 16th Century, shortly after America was discovered by the Europeans in the age of discovery. This expanded the geographical knowledge of the people of the Middle Ages. They thought of the world was made up of Africa, Asia and Europe only now known as the “Old World”.

North American culture is a blend of many cultures. The United States influences the world in many ways, for example, through its Hollywood movies, democratic government, music, science and technology and computers. The culture followed by many people is called popular culture. The United States of America and Canada have elements of British and other European cultures because of their colonial history. For example, they both use the English language. Their legal system is based on the British legal system. They have many other cultural inheritances. For example, the French colonial period is still important in Canada. French is also a major language spoken in Canada. Pidgin French is also spoken in parts of the United States, where there were French colonies.

North American lifestyle

North America is well advanced in modern technology particularly in the areas of language, communication, transport, architectural designs, food, cloths and dressing, work places, leisure and recreation parks, education, government and religious systems. These are well-modified with an advanced technology to make living standards comfortable and highly advanced. For example if an American wants to talk to his/her friend in Japan, he has several communication options to choose from. He/She might have a mobile phone, internet phone, email or video phone. He/she may decide to use the video screen.

His friend in Japan can see and hear him talk. It is like a face to face conversation, a real time chat. They can see each other on the screen while talking. However, not everyone have these gadgets. Many though have cell phones or mobiles.

Look at the pictures of modern architectural designs in New York, a major city in the United States. Toronto in Canada has one of the world's tallest buildings. See the pictures below.



Illustration 8.3.7a: One of the world's tallest buildings in Toronto, Canada



Illustration 8.3.7b: New York City is the largest city in the USA

In contrast, the native Americans called the Eskimos in Alaska still live a primitive lifestyle. They are just a minority group though. They hunt bears and fish using special traditional tools in the ice. They wear thick clothes to keep warm in the cold climate and sleep inside small round huts built out of solid ice blocks. The hut built out of ice is called an *Igloo*. See below a picture of an igloo.



Illustration 8.3.7c: An Inuit hunter outside his igloo at night.

Spread of North American Culture

The North American cultures have spread all over the world including Papua New Guinea. As a result, many cultures worldwide have been affected. Factors that have helped the spread of the North American culture include:

- missionaries and migrant settlers
- Media such as TV, Internet, radio, movies
- Marriage
- Overseas educational studies
- Tourism
- Government Diplomatic relations
- Investment and business opportunities by Multi-national or Trans-National companies to PNG

Early missionaries and settlers

When early missionaries, explorers and settlers travelled out of North America, they settled among the natives in other land and educated them on how to live a civilised life. The people gradually became influenced and adopted the new culture.

Media influence

Watching movies, reading newspapers, seeing a variety of advertisement displays, and searching through the internet have broaden the minds of people. People have become more influenced than ever before and have adapted to these new ways of life.

Marriage

Marriage is another way culture spreads. For example, if a woman got married to a North American and lived in America her lifestyle will be influenced immediately. The woman and her children will speak and think like Americans. They will behave, dress and act like North Americans.

Overseas studies

When young people get scholarships and study overseas, for example in New York, they adopt a new way of life. As they interact with New Yorkers they adapt to their way of doing things. When they return to their own countries, they directly or indirectly influence other citizens, friends and family.

Tourism

North American tourists travel to other parts of the world. They promote their lifestyle through the way they dress, behave, and communicate with others.

Government

Governments usually dream about modernising their own nations. In the process of providing new infrastructure developments and introducing modern technologies they indirectly are guiding the people to adopt the North American modernised cultures.

Evidence of North American cultures in Papua New Guinea

PNG has already been adopting North American cultures. There are many evidences of our adoption of these cultures. Some evidences are seen in:

- modern fashion or dressing
- use of mobile phone and electronic technologies such as the Internet
- modern transport systems e.g. cars, air planes, ships, boats and trucks
- western foods such as fried potatoes, chips, and pizza
- health benefits, medicare and insurance
- Universal education from preschool to grade 12

There may be others you can think of and add in your workbook.

Positive and negative impacts

The spread of North American cultures does have both positive and negative results on PNG lifestyle. Some of these advantages and disadvantages are listed in the table below.

Disadvantages	Advantages
• Traditional cultures fade away slowly	• civilisation
• Minority and the rich enjoys the modern life	• Improved living standards
• Disrespect to culture	• Development of science and technology

For you to try:

- *Are there influences of North America on you?* Yes, modern dressing, education, technology such as the Internet, facebook and music, and so on.
- *How can you describe the North American culture?* A blending of many different cultures into one 'big' culture that is highly advanced.

Now read the summary.

**Summary**

You have come to the end of Lesson 7. In this lesson, you have learnt that:

- the New World refers to North and South America; Australia and Oceania. The term originated in the early 16th Century in the age of discovery by the Europeans.
- North American culture started with the native Indian cultures and that of European, and Asian migrant settlers, and the African slaves.
- settlers from Europe, Asia and Africa started migrating to the “New World” as early as 1500s.
- as a result of the migration of people to North America from Europe, Asia and Africa, North American culture is a blend of many cultures.
- North America’s culture is highly developed and advanced.
- North America’s culture particularly the United State’s has a lot of influence on the world.
- the official language of North America including Canada is English.
- Canada’s culture is mainly French since the French colonised most parts of it.
- USA and Canada have their legal system based on the British legal system.
- popular culture refers to American cultures that are common and adopted across the world.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE
--



Practice Exercise 7

1. Explain how North American culture originated.

2. What is meant by the phrase “popular culture”?

3. Write down at least four ways that helped spread North America’s culture.

4. Explain briefly how Hollywood movies helped spread the culture of the USA.

5. Give two advantages and disadvantages of North American cultures found in Papua New Guinea. Complete the table given below.

Culture	Advantages	Disadvantages
Modern Recipe	1. 2.	1. 2.
Fashion dressing	1. 2.	1. 2.

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1

Lesson 8: Asian Culture



In the last lesson you learnt about the North American cultures particularly the United States and Canada. In this lesson you will learn about the major Asian cultures. Asia is divided into five major cultural groups. These groups are East Asia, South Asia, Southeast Asia, West Asia and Central Asia. North Asia is part of Russia only.



Your Aims:

- identify major cultural divisions in Asia
- identify popular Asian cultures and values
- find out how they have spread worldwide including Papua New Guinea

Background to Asian cultures

The culture of Asia is about human civilization. It features different kinds of cultural heritage of many nationalities, societies, and ethnic groups in the region. The region or “continent” is divided into Central Asia, East Asia, North Asia, South Asia, Southeast Asia and West Asia. Culturally, there has been little unity, or common history for many of the peoples and cultures of Asia.

The map below shows the the Asian region in comparison to the world. Asia has five major cultural groups.



Map Illustration 8.3.8a: World map indicating Asia

Map 8.8.2 shows the five main regions of Asia: East, South, Southeast, West and Central Asia.



Map Illustration 8.3.8b: Map of Asia

Asian art, music, cuisine, rice and cooking as well as literature, are important parts of Asian culture. Religions such as Hinduism, Buddhism, Islam and others also play a major role in Asian societies. One of the most difficult parts of Asian culture is the relationship between traditional cultures and the Western world.

Now, you will study each of these five Asian regions. Each region will be accompanied with a map. This map below shows the border of East Asia (in dark colour).



Map illustration 8.3:8c: Region of East Asia

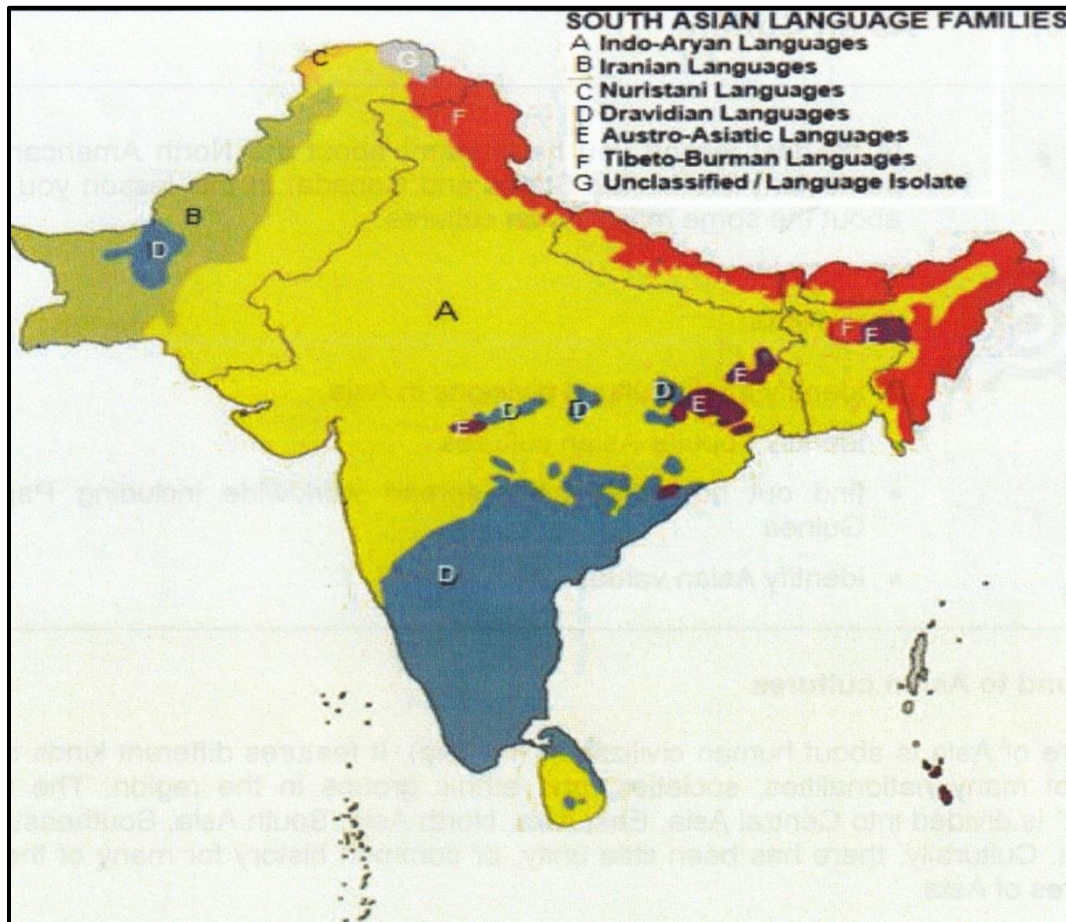
1. East Asia

The countries of Mongolia, China, Japan, Korea, and Vietnam share a common social viewpoint, religions, political structures, and a single written language. Though Korea, Japan and Vietnam are not Chinese speaking regions, their languages have been influenced by Chinese to some extent.

Though in modern times, Chinese is also influenced by other Asian languages, especially modern technical and political terms created in Japan to represent western concepts. For example, culture, civilisation, people, economy, republic and philosophy are borrowed words from Japanese to Chinese.

2. South Asia

The Indian subcontinent is another major Asian cultural area with rice-based agriculture. India, Bangladesh and Pakistan are the three major countries of this region. They are divided culturally between Muslim and Hindu influences. The Indian Hindu religion follows a caste system. This means people are born into social groups from high to low status.



Map illustration 8.3.8d: Map of South Asia, and languages spoken.

3. Southeast Asia consists of Mainland Southeast Asia, and Maritime Southeast Asia. Southeast Asia is usually thought to include Burma, Thailand, Laos, Cambodia, Vietnam, Malaysia, Singapore, Brunei, Indonesia, the Philippines and East Timor. These countries have a rich mix of cultures. They have both Chinese and Indian cultural influences. The Philippines have Latin cultural elements as well.

The culture of Southeast Asia is diverse, ranging from tribal culture to old civilisations. Such civilisations created architectural wonders such as *Angkor Wat* of Cambodia and *Borobudur* of Indonesia.

In the case of Vietnam, it is more influenced by the culture of China. Historically Hindu-Buddhist influence is also present in coastal Southeast Asia, in Indonesia, Malaysia and Brunei. However, Islam has become the main religion in these countries.

Southeast Asia has also had a lot of Western influence due to colonialism. One example is the Philippines which has been greatly influenced by America and Spain due to nearly four hundred years of foreign rule. East Timor also show Portuguese influence through colonialism.

A common feature found around the region are stilt houses. Another shared feature is rice paddy agriculture, which originated in Southeast Asia thousands of years ago. Dance drama is also a very important feature of the culture, utilizing movements of the hands and feet perfected over thousands of years. Furthermore, the arts and literature of Southeast Asia is very distinctive as some have been influenced by Indian, Hindu, Chinese, Buddhist and Islamic literature.

The map below shows Southeast Asia.



Map illustration 8.3.8e: Map of Southeast Asia

4. West Asia or the Middle East is part of Asia. West Asia consists of Turkey, Syria, Armenia, Georgia, Azerbaijan, Iraq, Iran, Lebanon, Jordan, Israel, Palestinian Territories, Saudi Arabia, Kuwait, Bahrain, Qatar, United Arab Emirates, Oman and Yemen. It is an Islamic cultural area. It is divided into two main Islamic groups: Judaism and Islam the same way that Christians can be divided into Protestants and Catholics.

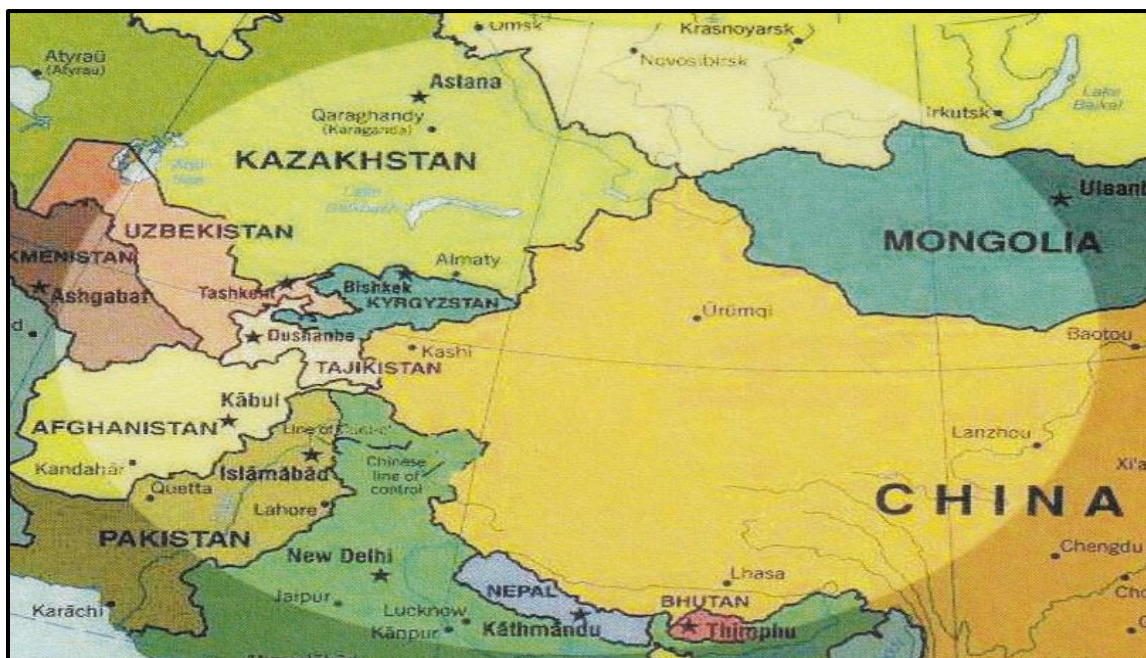
The main religion in West Asia is Islam with 93 percent Muslim. Culturally, the region is Jewish, Turkish, Arab, and Persian. Many countries in the Middle East have deserts and so many nomadic groups exist today. The climate is mostly of a desert climate however, some of the coastal regions have a more temperate climate. West Asian cuisine is greatly rich and diverse.

The map below shows West Asia.



Map illustration 8.8.6f: Map of West Asia

5. Central Asia consists of five former Union Soviet Socialist Republics: Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan and Turkmenistan. However, Iran, Afghanistan and Pakistan are sometimes included.



Map Illustration 8.3.8g: Map of Central Asia

The main religion in Central Asia is Islam. The music of Central Asia is rich and varied. Central Asian cuisine is one of the most prominent cuisines of Asia, with foods from Pakistan, India, China and Azerbaijan. Some of the most famous Central Asian foods are *manti* and *pilaf*.

Colonialism is when a country or territory is being ruled by a powerful nation.

North Asia more widely known as Siberia, is thought to be made up of the Asian part of Russia solely. Today it is under Russian rule. There are roughly 40 million people living in North Asia and the majority is now Ethnic Russians while native Siberians have become a minority in North Asia.

For you to try:

- Can you find any part of Asian cultures in Papua New Guinea?

- What are the most important influences from Asia to you?

Popular Asian Culture

The most popular of all the Asian cultures is the Chinese culture. The Chinese culture is mainly made up of the different cultures of the Chinese people. This includes China, Japan, Korea and other related Chinese people.

Some of the Chinese cultural aspects that have spread and are famous worldwide, are:

(a) Chinese foods and goods

Many Chinese people emigrate to other countries and introduce Chinese food through starting businesses such as Chinese restaurants, food stalls, clubs and pubs. PNG is already affected by this trend. Most of the Chinese items are sold through their business arms set up in towns and two main cities of Lae and Port Moresby. Many of the items sold in their shops are of low quality or are counterfeit.

Some of the Chinese goods sold in Chinese shops and by street vendors are boom box, sub-woofer, computer games, radio, mobile phone and accessories, watch, children's toy, clothes, bags, suitcases, computer, USB flashdrive, perfume and household items.

Some Chinese foods sold in the stores and kai bars are noodles, tuna tinned fish, flour balls, fish flour, Asian coke, pepsi, Miranda, Fanta; and many others you can add onto the list.

Emigrate- to leave one's country

Counterfeit- not real, a copy of the original, for example, a PNG K50 note.

Look at the pictures below showing a Chinese market and night club in Beijing, China.



Illustration 8.3.8h: Market in Beijing: Chinese people from the countryside sell their produce at markets in the cities.

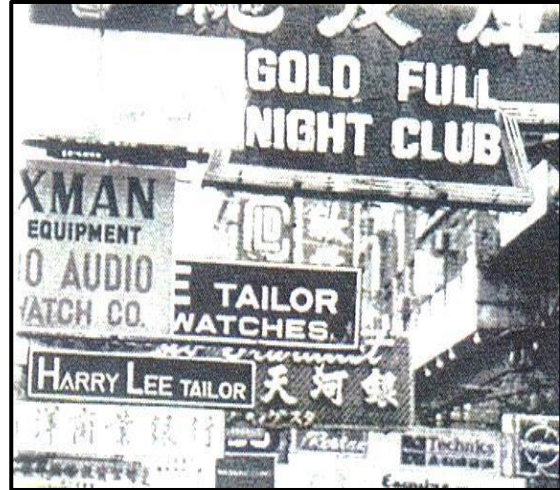


Illustration 8.3.8i: A night club in Beijing, China

(b) Chinese Writings

Another famous Asian culture is the Chinese (alphabet) writings. Chinese writing has spread worldwide and is usually written on Chinese items, food stalls, clubs and restaurants.

Many people have also been influenced by Chinese writing and taken up Chinese literature and language.

(c) Martial Arts

Judo, Taekwondo and Karate are the most famous martial arts that Asians, especially the Chinese promote. It is a Chinese cultural icon, and an individual perform to show strength, trust and self-defence. It is mostly practised as an entertainment. However, the martial arts has spread very quickly worldwide and has been adopted by many societies throughout the world. It has already been introduced into PNG.

(d) Architecture

Asian building designs are historical and are visited by many people around the world. The patterns, designs and the special features of the building decorations have spread to other countries as well. Architectural engineers are designing modern buildings using old Asian building styles.

Look at the pictures below showing examples of Chinese and Indonesian buildings and designs.



Illustration 8.3.8j: The *Temple of Heaven* in Beijing, built in the 15th century during the Ming Dynasty.



Illustration 8.3.8k: "Grand Mosque" of Yogyakarta, Indonesia

(e) *Rituals Celebrations and festivals*

The other famous aspects of Asian culture are the popular festivals such as the Chinese dragon dance, Japanese guest welcoming ceremony, and many others. These Asian rituals, celebrations and festivals are also performed and celebrated in other parts of the world wherever Asians live. Such ceremonies influence and spread the many varied Asian cultures.



Illustration 8.3.8l: The Chinese dragon dance.

(f) *Religion*

Asia is the home of three major religions: Islam, Hindu and Buddhism. They are the popular religions that have spread worldwide. All of these religions originated within the Asian region. The religion that is spreading very quickly is Islam. The followers of the Islam are called the *Muslims*. Almost the entire world is affected by this religion.

In PNG, we have a Muslim temple situated at Hohola, in Port Moresby. Having a temple of worship of Islam in Port Moresby is a sign of the spread of an Asian religion. Islam is a major world religion. People who believe in Islam are called a Muslim. Islam started in North Africa and spread to West Asia and other parts of the world.

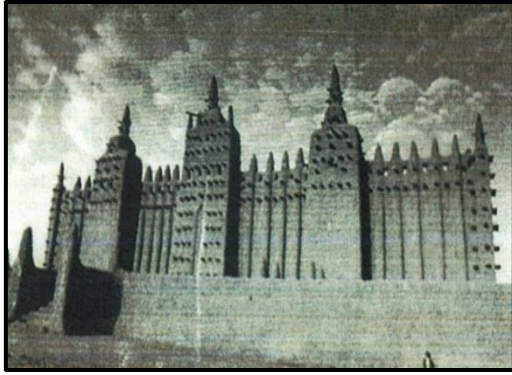


Illustration 8.3.8m: Islamic mosque at Djenne, Mali, North Africa

The spread of Asian cultural aspects can have both positive and negative impacts. An advantage of adopting an Asian culture is the desire to live a different lifestyle. But it can also make you forget your own unique cultures and traditions. There are many advantages and disadvantages that you can think of and add onto the list.

Asian cultural values

Values are important aspects in the Asian culture that people respect and treasure. Valuing an aspect of culture is important because it makes it hard for the people to easily “forget” or disrespect the practices. Asians have their own special values. For instance, in the Philippines, saying, “Op, or Opo” shows great respect for the elders. When elders are greeted with this slang they consider it a great honour. In Japan, the Japanese people value their cultural language. They value their language because it is the language used to educate the children in every field of education.

A religious value by Islamic worshippers is to travel to Mecca once a year to pay their respects to their Holy Father Mohammed the founder of Islam.

Now read the summary.

**Summary**

You have come to the end of Lesson 8. In this Lesson, you have learnt that:

- two-thirds of the world's population live in Asia, creating a great variety of cultures, lifestyles and religions.
- Asia is a mixture of five main cultural groups. They are; East Asia, Southeast Asia, South Asia or the Indian Sub-Continent, West Asia or the Middle East and Central Asia. North Asia is made up mainly of Siberia which is under Russian rule.
- Asians are culturally divided, especially according to their religious beliefs.
- one of the most difficult parts of Asian culture is the relationship between traditional cultures and the Western world.
- popular Asian cultures that have spread worldwide are: Chinese food, goods and technology, architecture, martial arts, Dragon dance; Japanese architecture, goods and technology.
- Asians share similar values such as education and the respect for their teachers.
- the impacts of the Asian culture are both positive and negative.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE



Practice Exercise 8

1. List four examples of Asian cultures in PNG.

2. Name the five major Asian cultural groups and the countries in each region.

3. Discuss how the Islamic religion in the Middle East has spread.

4. What are the effects of the Asian culture in Papua New Guinea?

5. List some of your own cultural values.

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1
--

Lesson 9: South Pacific Cultures



In Lesson 8, you learnt about the five cultural divisions of Asia and some popular Chinese cultures that have spread worldwide. In this lesson you will learn about the different cultures of the South Pacific.



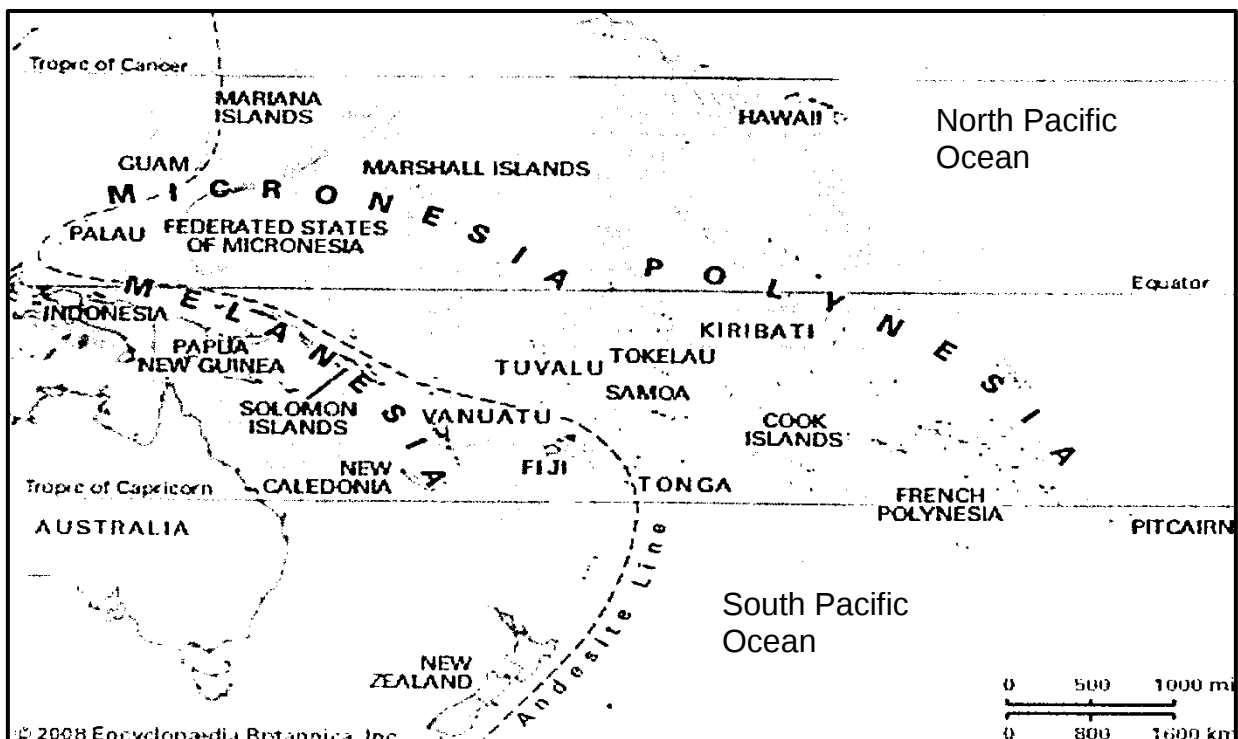
Your Aims:

- identify and describe major cultural groups in the South Pacific
- describe popular South Pacific cultures
- describe the spread of South Pacific cultures worldwide including PNG

Pacific Islands

The first inhabitants of the South Pacific were the ancestors of today's Melanesian, Micronesian and the Polynesian peoples. South Pacific culture comes in diverse styles and therefore is more unique than any other native cultures in the world. It is made up of three main cultures, namely that of Melanesia, Micronesia and Polynesia. The map below shows the South Pacific region.

MELANESIA, MICRONESIA AND POLYNESIA



Melanesia

The word Melanesia means *black skinned* people. Melanesian is made up of Papua New Guinea, Fiji, Solomon Islands, New Caledonia and Vanuatu. The indigenous people from these regions have similar cultural aspects. Before colonization the Melanesians had lived very unique and simple lifestyles. For example Papua New Guinea was the last land to be made known to the outside world. It has a diverse culture and about 800 plus spoken languages. The tribal costumes worn by the people are still being seen at festivals Today. These include remarkable feathers, bone ornaments and body paintings.

Some common cultures practiced in the Melanesian societies include: chewing of betel-nut, wearing meri blouse, bride price, tribal obligations such as deaths, marriages, patrilineal and matrilineal family ancestry, *tok pisin* language, and so forth.

Fiji is the second largest island with a large population of both the Melanesians and Polynesians. The Indians were brought in later by the British to work on sugar plantations.

See below traditional wear by a native Fijian and Papua New Guinean young girl.



Illustration 8.3.9a: Native Fijian dancer

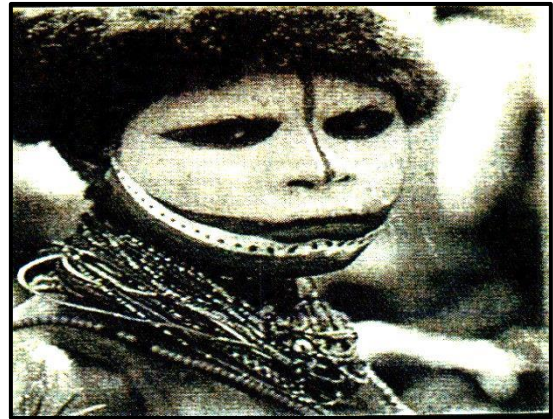


Illustration 8.3.9b: Young Hela dancer from Papua New Guinea

Micronesia

The word Micronesian means *tiny islands*. This means that all the Micronesian islands are very small in sizes. Micronesian culture is made up of the Marianas, Nauru, Guam, Caroline Islands, Kiribati and Tuvalu. Micronesians are very admirable in their cultural costumes. The Micronesian islands have been looked after by the Germans until World War II. Although they are often referred to as a singular group, the immigrants who travel to Hawaii under the Compact of Free Association actually come from three different countries, each with its own language and culture: the Republic of the Marshall Islands, the Republic of Palau and the Federated States of Micronesia, which includes Yap, Chuuk, Pohnpei and Kosrae.

Island Cultures

There are a lot of differences among the hundreds of Micronesian islands, but there are common cultures they share compared with Hawaii.

Family first

Throughout Micronesia, family is everything. On tiny atolls reachable only by boat, with no police or other social infrastructure, it becomes the basis for survival, for celebration, for social status. Accordingly, family obligations come before others, including work and school. In addition to literal family, many Micronesians form strong ties with anyone from an island within their specific atoll, often maintaining contact even after moving to Hawaii.

Religion

Today, more than 90 percent of Micronesians are Christian, either Catholic or Protestant. Churches are an important social hub for Micronesians in Hawaii. Sunday services and related activities in Micronesian congregations can often last more than four hours.

Language barrier

English is the official language of the Federated States of Micronesia, but is not universally taught, and each of the different Micronesian nations speaks a different language. Someone from Chuuk, for example, likely will not be able to understand someone from the Marshall Islands, or Yap.

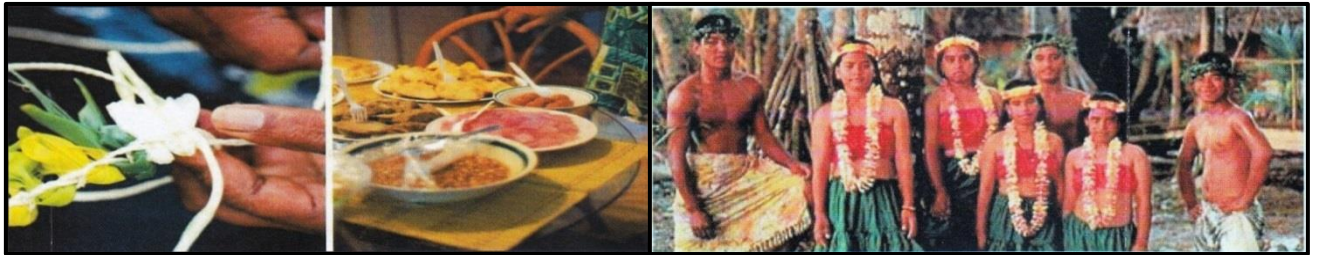
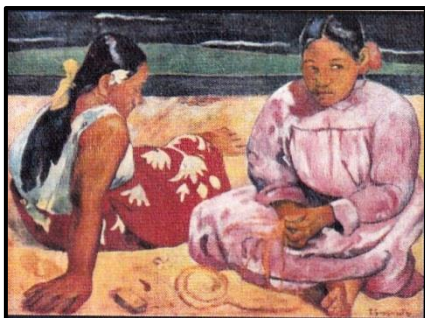


Illustration 8.3.9c: Local Micronesian dishes

Young Micronesian *Kosraean* dancers

Polynesia

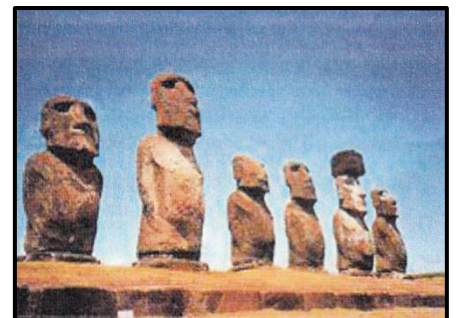
The word Polynesian means *many* islands. Polynesia is made up of peoples from Hawaii Islands, Marquesas Island, Western Samoa, American Samoa, Cook Island, Tonga, Tuvalu, Tahiti, New Zealand (Maoris) and the Society Islands. These island nations form the Polynesian Triangle which is located in Southeast Pacific. The Polynesian Islands are located in the shape of a triangle, thus giving the name Polynesian Triangle, see illustrations below of Polynesia.



Illustrations 8.3.9d: Painting by Tahitian women on the beach by Paul Gauguin

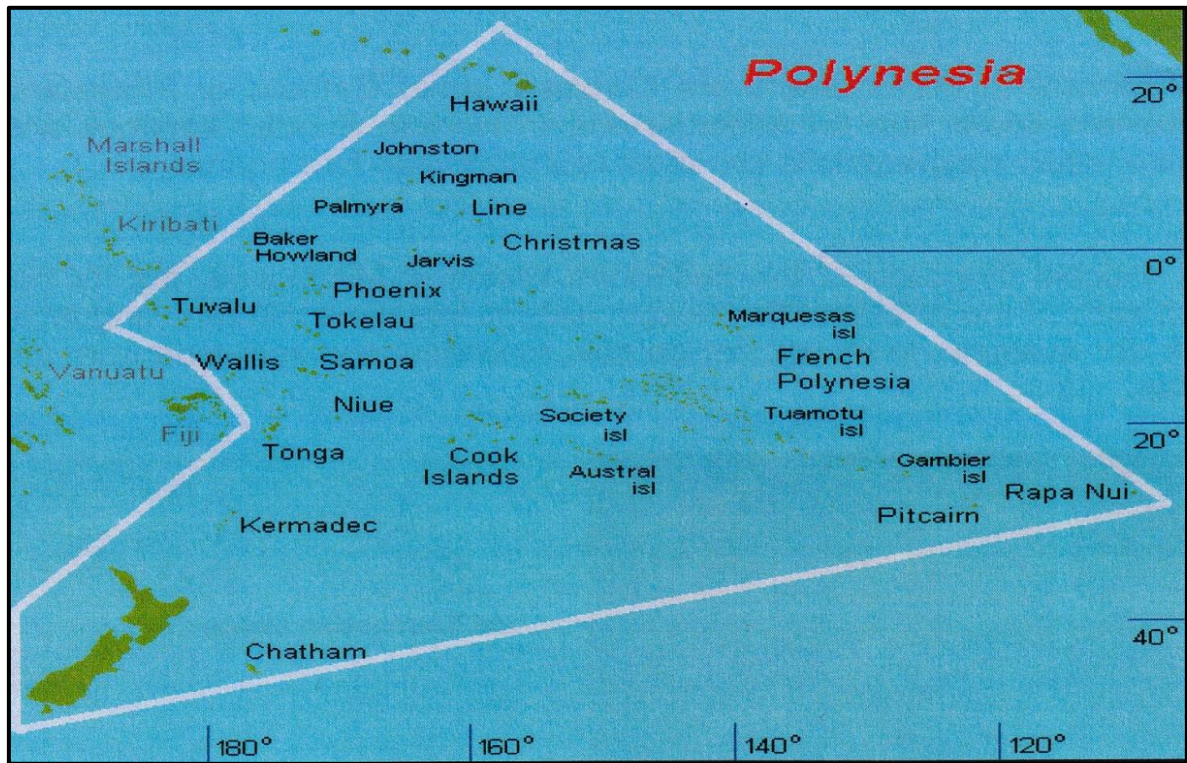


Grinding stones discovered by archaeology in Samoa



Stones statues at Rapa Nui, Easter Islands

THE POLYNESIAN TRIANGLE



Map illustration 8.3.9e: The Polynesian Triangle

The Haka is a traditional ancestral war cry, dance or challenge from the Māori people of New Zealand. It is a posture dance performed by a group, with vigorous movements and stamping of the feet with rhythms and shouting. The New Zealand rugby team's practice of performing a haka before their matches has made the dance more widely known around the world.

Although the use of haka by the All Blacks rugby union team and the Kiwis rugby league team has made one type of haka familiar, it has led to misunderstandings. Haka are not entirely war dances or performed only by men. Some are performed by women, others by mixed groups, and some simple haka are performed by children. Haka are performed for various reasons: for amusement, as a hearty welcome to distinguished guests, or to acknowledge great achievements, occasions or funerals.

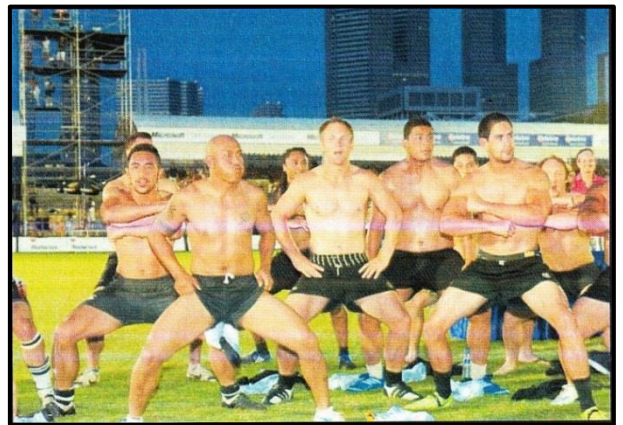


Illustration 8.3.9f: New Zealand Maori rugby league players displaying the haka

The culture of the Hawaiian islands has been shaped mostly by Hawaiian Polynesian traditions, some of which are said to be about thousands of years old. The original inhabitants of the islands were Eastern Polynesians from Marquesa and Tahiti, and came

to Hawaii around A.D. 400. Migrating in waves, the Polynesians became isolated from the rest of the Polynesian world and soon developed a distinct Hawaiian Polynesian culture.

The food, language, and ways of these early Polynesians have remained the vital center of Hawaiian life and tourism.

At the turn of the 21st century, about 70% of the total population of Polynesia resided in Hawaii. Hawaii is the 50th State of the United States of America and is a US Territory.

Hula

Hula was originally a religious offering to the gods; the dance was performed at special occasions, accompanied by chanting and percussion such as gourds, rattles, and castanets. In these early days, only men performed the hula. However, once Europeans came to the islands, Hawaiians began performing the hula to Western music, and women began participating. Hula today serves the purpose of entertainment rather than religious ritual, but it is widespread across the state, and many Hawaiians continue the dance.



Illustration 8.3.9g: Children hula dancing, Hawaii, USA

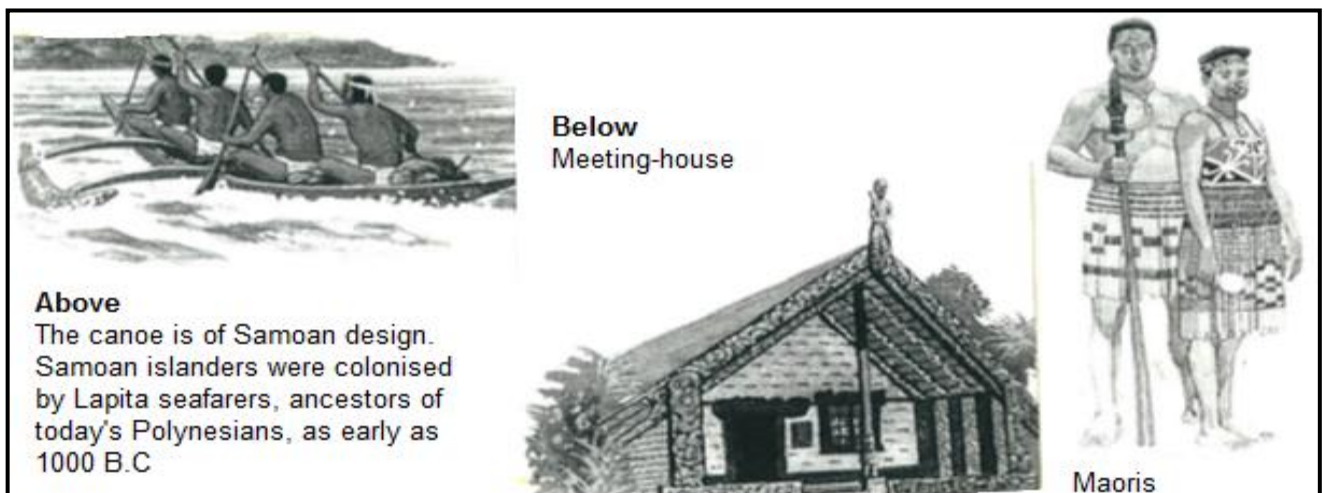
Class and Government

Ancient Hawaiians followed a strict caste system, in which a person remained in his given social class for all his life. The royal class was called *Alii*, who claimed a divine power called "mana" in order to govern the lower classes. The priestly class was called *Kahuna*, the commoners were called *Maka'ainana*, and the slave class was called *Kauwa*. These classes made up the Hawaiian feudal system, which was organised by a religious system of traditions and taboos called *kapu*.

Religion

Hawaiian Polynesian religion is polytheistic, meaning that followers believe in many gods. Early Polynesians believed that gods were in every aspect of nature and could be seen and talked with. Today, few Hawaiians still follow this early religion.

Look at some sketches and photographs *below* of the diverse way of life in Polynesia.



Above

The canoe is of Samoan design. Samoan islanders were colonised by Lapita seafarers, ancestors of today's Polynesians, as early as 1000 B.C

Below
Meeting-house

Maoris

Illustration 8.3.9h: Way of life in Polynesia

Outside influence

The South Pacific was colonised mainly by the British, French, German, and the Dutch. Much later when Australia became independent it colonised Papua New Guinea up until 1973 when PNG gained self-government.

Colonisation has affected the South Pacific cultures in many ways. Our beliefs, ideas, skills, attitudes, dressing and all other elements of our diverse cultures have gradually faded and today only a few are practiced. The life in the Pacific today is a mixture of both the traditional and the modern.

Spread of the South Pacific cultures worldwide

Modern technology and the use of the media such as TV, mobiles, internet has helped spread the South Pacific cultures. Our south Pacific music is becoming popular through young talents such as Vanessa Quai, of Vanuatu and New Caledonia; and Jason Hershey also known as “O’Shen” from Hawaii, and others from PNG that you may be familiar with.

Other Pacific cultures that have spread into the US is the *Hula* dance from the native Polynesians of Hawaii. The early Polynesians now Maoris who have settled in New Zealand brought their traditions and cultures to New Zealand. They have spread some of these cultures through sporting opportunities such as the performance of the *Haka* during Rugby League and Union games around the world.

There are many other ways the South Pacific culture has spread. For example, through music, like Vanessa Quai’s local songs from Vanuatu and New Caledonia. The Hula dance of the Motuans is another popular south Pacific culture held in Port Moresby every year including the Hiri-Moale Festival which presents young female dancers. As well the Yam Festival and Canoe Race held annually in the Milne Bay Province attracts tourists from all over the world. There are many other local and national Papua New Guinean festivals and events that have not been mentioned. You can add them in your workbook.

Now read the summary.

**Summary**

You have come to the end of Lesson 9. In this lesson, you have learnt that:

- South Pacific culture is made up of Melanesia, Micronesia and Polynesia groups of people and cultures.
- Melanesia means *black* islands. These are islands being settled by black skinned people.
- Fiji is a multicultural society and is part of Melanesia as well as Polynesia.
- Melanesian countries include Papua New Guinea, Vanuatu, Solomon Island, and New Caledonia.
- Micronesia means *tiny* Islands.
- Micronesian islands include the Marianas, Nauru, Guam, Kiribati and Tuvalu.
- Polynesian islands include Tahiti, Tonga, American Samoa, Western Samoa, New Zealand, the Cook Islands, and Hawaii.
- Hawaii is the 50th State of the United States of America. Hawaii is a US Territory.
- the Haka dance of the Maoris is a famous cultural aspect from the South Pacific.
- there are other famous South Pacific cultural aspects that are known worldwide.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE



Practice Exercise 9

1. What does Melanesia, Micronesia and Polynesia mean, and which island countries does each include?

2. What is the Polynesian triangle?

3. Give some examples of Pacific cultures that are spreading worldwide.

4. Who are the Maoris?

5. What are some examples of the Melanesian, Polynesian and Micronesian cultures?

6. Can you think of some ways to preserve our Pacific culture?

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1
--

Lesson 10: Australian Culture



In the last lesson, you have learnt about the different cultures in the South Pacific. In this lesson you will learn about the multicultures of Australia. Australia is a multicultural society because it is made up of many different cultures.



Your Aims:

- define sub-culture
 - identify the indigenous cultures of Australia
 - identify the introduced-sub-cultures into Australia
 - describe the impact of sub-cultures on indigenous culture
-

Subculture

What is a subculture? A cultural group within a larger culture, often having beliefs or interests different to those of the larger culture.

Many societies allow smaller groups to form their own subcultures, with their own distinct behaviour, beliefs, and attitudes. Through fashion, music, and art, subcultures often influence **mainstream** culture.

Who Joins a Subculture?

Many people, especially younger people, choose to join a subculture to express their interests and identify. Teenagers and young adults often feel they do not belong with the mainstream society, so they seek out groups of people, with similar musical, sporting, or political interest. Subcultures can even be based around hobbies such as bird-watching, hunting, pigeon racing.

Some of the sub-cultural aspects introduced into Australia are:

- using graffiti tags
- sleep over club
- pigeon racing
- fashion girls
- drinking mates



Can you think of some aspects of subcultures in PNG?

- listening to reggae
- cult groups (which is illegal in schools)
- working colleagues

Illustration 8.3.10a: Australian Aboriginal flag

- after work dance or choir classes

Examples of sub-cultures: Gang Culture

People looking for excitement, or a strong identity, to live by may choose to join gang, such as the *Hells Angels bikers* or *Japanese Yakuza*. These gangs usually create their own subculture, complete with dress-codes, tattoos, slang, and music. These highly visible signs show the members' loyalty and pride in belonging to the gang.

The Indigenous Aboriginal culture of Australia

The Aboriginal people are thought to have arrived in Australia between 40, 000 to 100, 000 years ago. They have the longest cultural history of any group of people on Earth. Their cultural expression comes from their close relationship with the land. The land is very sacred to them. Ever since the British first arrived to colonise Australia in 1788, the treatment of the indigenous Aborigines has been **controversial**. A controversy is a much talked about issue. The British found an unfamiliar land occupied by people they did not understand. There were not any cultivated fields or permanent buildings or a way of life that they were familiar with. They were unable to see that there was a strong culture based on land ownership because the cultural expression of the Aboriginal inhabitants was very unlike their own cultural expression.

The English did not understand the indigenous people's society and their land 'ownership' system. The European law of **terra nullius** which means 'land belongs to no one' was applied. The land then became Crown or government land in the eyes of British law. New settlers spread out taking traditional lands for grazing and cultivation. The Indigenous people became trespassers on their own land. When Aboriginal people fought back, they were often killed by the British, imprisoned or further, displaced or moved away from their traditional homelands. To the indigenous Aborigines of Australia, the land is not just soil or rocks, but a whole environment that sustains their culture. For them, the land is an important part of their spiritual life. They fought for their land when the British first came to Australia and are still fighting for their land today.

Here is a quote from Indigenous people about the issue of land ownership that show how the land is part of their cultural expression.

"I feel with my body. Feeling all these trees, and all this country... When this wind blows you can feel it. Same for country... you feel it, you can look, but feeling... that makes you..." Anonymous

The Dreamtime

The *Dreamtime* is a way of life of the Aborigines. Aboriginal cultural expression is very strong in the traditions of the Dreamtime. The *Dreamtime* is the time of creation of all things in which the land and its features and animals that live on it were created by ancestor spirits. The *Dreamtime* gives meaning to everything for Aboriginal people. It sets rules which govern the relationship between the people, the land and all things for Aboriginal people. It is the set of beliefs or spirituality for a person or a group and is different for different Aboriginal groups.

Over thousands of years, the Aborigines have developed a system for marking their land. This system is connected with stories of the Dreaming and Spirit Ancestors. They use natural features of the landscape to identify and mark the land and its meaning.



Illustration 8.10.2: Aboriginal art

One way that the Aboriginal people express their culture is through 'Dreaming' tracks. *Dreaming* tracks follow the journey of the Spirit Ancestors as they formed the land and laid down the Law. Dreaming tracks are sometimes called 'song lines' and record the travels of the Spirit. The Aboriginal people believe that if they perform the right songs and ceremonies at points along the *Dreaming* track, they will get direct access to the *Dreaming*. They believed that, long ago, the *Dreamtime* spirits sang songs that created all living things on Earth.

Many Aboriginal communities travel along Dreaming tracks with their young people, telling the stories of the sites. They explain and perform ceremonies to educate the young people about their country and their *Dreaming*.

Many Indigenous children learn these 'mental maps' of their countries and about how places relate to each other and to people.

In Aboriginal societies, music plays a central role in both social and sacred life. During corroborees, singing and dancing provide the major form of entertainment. A corroboree is an event where Australian Aborigines interact with the *Dreamtime* through dance, music and costume. Songs are created for every occasion, hunting, funeral, gossip, ancestors, landscapes, animals, seasons, and myths ceremonies to ensure the survival and spread of all plant and animal life.

See illustration about aboriginal corroboree.



Illustration 8.3.10a: A south Australian Aboriginal corroboree

Sub-cultures introduced into Australia

Parts of Australian culture can be seen in Papua New Guinea. Australian culture also reflects European and North American cultures. Australia also has an indigenous culture from its Aboriginal heritage. There is still a divide between some Australians and Aboriginal people. Like North America, Australian culture now reflects many different migrant groups from Italy, Greece, the Pacific Islands, Asia and Africa.

Australia is a society with many cultures and languages. Before white settlement, the Torres Strait islander communities and Indigenous Aboriginal societies formed the country's cultural identity. It is thought there were about 250 languages and many dialects of these languages. Aboriginal communities were defined by these differences in language. English is the main language in Australia, but many Australians speak other languages in their homes and communities. Chinese, Vietnamese, Thai, African, Italian, German and *Tok Pisin* amounting over 200 languages other than English spoken in Australia today. The policy of multiculturalism is very important for Australia. The policy is based on rights and responsibilities. People of different cultures have the right to be recognised and valued, and they need to know their responsibilities. *Does Australia have its own original culture?* Yes, the Aboriginal culture. Today Australian culture is made up of different cultural groups of people.

Impact of Sub-culture on indigenous culture

The introduced sub-cultures into Australia has affected the Indigenous culture in so many ways. Aboriginal culture has been shrunk and beginning to fade away or die out slowly. Today, the young are exposed to an introduced sub-culture and are quickly adopting them. Those Aborigines who are educated influence their own families, relatives and friends. Some very important impacts of sub-cultures on indigenous culture are:

- dress fashion and style of clothing
- shelter (houses) and style of housing
- Religion and beliefs, and etc.

Look at the illustrations below. Each photograph shows some changes in Aboriginal life.



Illustration 8.3.10b: Aboriginal farmers in Victoria, 1858.



Aboriginal dwellings in Hermannsburg, Northern Territory, 1923: Herbert Basedow.



Aboriginal boys and men in front of a bush shelter, Groote Eylandt, circa 1933.

Now read the summary.

**Summary**

You have come to the end of Lesson 10. In this lesson, you have learnt that:

- sub-culture is a small group of people, especially teenagers, who have common behaviours, beliefs and attitudes.
- mainstream culture is culture that everyone follows, and is the norm.
- sub-cultures can be based around hobbies.
- Australian culture is made up of different cultural groups: Asian, African, Italian, German and British.
- sub-culture is wide spread in Australia.
- Aboriginal indigenous culture has been greatly affected by sub-cultures.
- Aboriginal culture is the original native culture in Australia.
- Australian culture also affects Papua New Guinean way of life in many ways.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE



Practice Exercise 10

1. What is a sub-culture?

2. Write five sub-cultures introduced into Australia.

3. Who joins sub-cultures?

4. Why do people engage in sub-cultural activities?

5. What is one way the Australian Aborigines express their culture?

6. Explain the importance of the *Dreamtime* to the Australian Aborigines.

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1

Lesson 11: Multiculturalism



In Lesson 10, you learnt about the cultures of the Australian aborigines. The land is very sacred to the Aboriginal people however colonisation affected much of the traditional Aboriginal land and way of life.

In this lesson you will learn about Multiculturalism. Multiculturalism refers to the blending of many different cultures into one big culture. You will learn about multicultural policies, impacts and how to protect and preserve one's culture from outside influence.



Your Aims:

- define multi-culturalism
 - identify policies of foreign governments on multiculturalism
 - discuss the impacts of multiculturalism
 - list ways of protecting one's cultures.
-

Multiculturalism

"Multiculturalism" is the existing together of diverse cultures. These include race, religion, or cultural groups. Within these cultures are shown customary expectations and values, patterns of thinking, and communicative styles.

Multiculturalism in general is accepting and promoting many different cultures living together as a community. A community can mean the population of a particular place, and it is usually organised into small groups. It is an organisation, for example; a school, business, neighbourhood, city or nation.

It is therefore in a community that different groups of people migrate into and introduce and share their native cultures and traditions with their friends, colleagues and others.

When discussing the topic of multicultures there are usually two opposing groups. There are those who support this idea, and the ones that do not. Let us now briefly discuss the views of these two groups before looking at policies of multiculturalism in some countries.

Views on multiculturalism

(i) Support

Multiculturalism is seen as a fair system that allows people to truly express who they are within a society. Living in a multicultural community makes people accept others' ideas which leads them to adapting better, to social issues. Culture is not based on a race or religion. It is the result of many different factors that change as the world changes.

The supporters of multicultural communities think it is undemocratic and against universal human rights. Undemocratic in this sense means it is unfair. Universal human rights refer to the different rights that humans are entitled to such as the right to freedom of speech and movement, religion, and many others.

(ii) Opposition

Many other people believe that living in a multicultural community leads to restrictions in the rights and freedoms of certain groups. Homosexuals and abortions are two main examples of restrictions or taboos. Homosexual refers to gay men and women. Gay relationships refer to men who have sexual relations with other men. Gay women refers to women who have sexual relations with other women. Therefore such restrictions make some people think of multiculturalism as bad for a democratic country.

Multiculturalism affects social trust. When a community has different races living together there is a greater loss of trust. When people in a community come from the same cultural origin there is more trust. People in diverse communities do not trust each other, other institutions, their local leaders and even the local newspaper, in some communities worldwide.

The illustration below is a symbol of multiculturalism in Toronto, Canada.



Illustration 8.3.11a: Monument to Multiculturalism by Francesc Perilli in Toronto, Canada. Four identical structures are located in Buffalo City, South Africa; Changchun, China; Sarajevo, Bosnia and Sydney, Australia.

Foreign policies on multiculturalism

Multiculturalism has a number of policies adopted in the Western nation-states during the 18th and 19th centuries, that is, 1700s and 1800s. Many nation-states in Africa, Asia, and the Americas are culturally diverse, and are multicultural. The policies adopted by these states often matches with multicultural policies in the Western world such as Europe. The history though is different and the goal may be a one culture or one traditional group. For example in Malaysia, the Malaysian government tried to create a 'Malaysian race' by 2020.

Now you will read examples of policies of multiculturalism in some countries.

Australia

Before 1973 a set of policies called the *White Australia Policy* limited multiculturalism through **immigration**. Those policies were revised after World War II. The idea of multiculturalism became popular in Australia during the 1980s. The non-British migrants were expected to change their way of life and to fit in with the Australian way of life. Organisations were formed to encourage immigrants to keep traits of their original culture, and to share them with other Australians.

India

India is a **duo** cultural country with two main religions making up 93.4 percent of the population. The sizes of population by belief system are Hindu (80.5 percent), Muslim (13.4 percent), Christians (2.3 percent), Sikh (2.1 percent).

State boundaries in India are mostly drawn according to language spoken. Hindi, is an official language but has not been adopted by the country as a whole. Less than 1.3 percent of the population were born overseas.



Illustration 8.3.11b: Chinatown in Sydney, Australia.

Canada

Immigration to Canada is driven by economic policy and family reuniting with each other. In 2001 about 250,640 people immigrated to Canada. The new comers settle mostly in the major urban areas of Toronto, Vancouver and Montreal. By the 1990s and 2000s, the largest part of Canada's immigrants came from Asia, including the middle East, South Asia, south-East Asia and East Asia. Canadian society is often shown as being very progressive, diverse and multicultural. If someone is accused of racism in Canada it is thought a serious offence

Multiculturalism in modern Western society

Multiculturalism was made into a policy, in several Western nations from the 1970s onwards. The great cities of the Western world are made up of a mixture of cultures. For that reason, government multicultural policies may include:

- recognition of multiple citizenship (some migrants have more than one citizenship)
- government support for newspapers, television, and radio in **minority** languages.
- support for minority festivals, holidays, and celebrations.
- accepting traditional and religious dress in schools, the military, and society in
- support for music and arts from minority cultures.
- programs to encourage minority representation in politics, Science, Engineering, Technology, Mathematics, education, and the work force in general.
- enforcement of different codes of law on members of each ethnic group (e.g. Malaysia enforces Shari'a law, but only for a particular ethnic group).

Examples of Multicultural aspects in Papua New Guinea

1. Dual citizenship: some Australians and Papua New Guineans prefer to be citizens of both Papua New Guinea and Australia. Therefore the government must amend the constitution or make new laws to allow for this change.
2. Accepting the Islam religion to be practiced in Papua New Guinea. You may have seen Muslims dressed in white from head to toe. However, there has been disagreement by church leaders to amend the constitution on 'right to freedom of religion' , and restrict it to Christianity.

Can you think of some more examples of multicultural aspects in Papua New Guinea? Find out and make a list in your workbook.

'Melting Pot'

Melting Pot is a term used to refer to the United State's multicultural society in which many foreign cultures have come together, and 'melted' into one big pot. The term originated from the blending or mixing of many different cultures into one big and diverse culture.

Many nations make a choice about how they save or change their culture. Some try to mix everyone from different backgrounds to create a new culture. Others try to keep different subcultures existing side by side. A good example is the United States of America. The government policy has been to create 'a melting pot'. This means taking everyone from different cultures and turning them into Americans. All Americans share different parts of the culture, no matter where they come from. Speaking English, attending school, paying taxes, defending America and defending the American constitution are all a part of joining the melting pot. The United States of America now has cultural influences from all over the world which includes:

- Northern Europe – for example, Holland, Scandinavia, Germany, Ireland and England
- Southern Europe – for example, France, Spain, Portugal and Italy
- Asia – for example, China, Japan, the Philippines and Vietnam
- Mexico and other parts of Latin America

Within this melting pot there are many subcultures that have their own parts. This mix of a different culture within an existing culture is multiculturalism. For example, some of these subcultures include:

- Orthodox Jewish communities in Miami and New York. (Orthodox Jewish refers to a certain religious community group(s).
- Chinatown in major cities in the USA (in PNG, for example, there are Chinatowns in Rabaul, Goroka, Port Moresby and Lae)

- Latino sections of towns, particularly in the southwest; Southwest USA refers to cities in the southwest. [Latin America generally includes those parts of the Americas where Spanish, French or Portuguese prevail: Mexico, most of central America, and South America. There is also an important Latin American cultural presence in California and the Southwest, and cities such as New York and Miami].
- Little Tong in Los Angeles
- African American neighbourhoods in many US states.

All these subcultures still share much of the culture and also create parts of it. Ethnic means cultural, traditional, tribal or indigenous.

Now, see below the cartoon illustration of 'melting pot'.



Illustration 8.3.11c: The Melting Pot

For you to try:

- What do you think is best – a multicultural or melting pot system?

- Can you have both systems in one country?

- What can you find out about the cultural policies of other countries like Australia, France or China?
-
-

Impacts

Multiculturalism has both positive and negative impacts. Some of these impacts are listed below.

Positive Impacts:

- allow people diverse cultures to socialise and interact with each other
- Remove cultural separation
- value respect and accept each other as human being regardless of diverse cultures

Negative Impacts:

- sometimes cause violence
- may cause cultural discriminations or judgements
- delays the progress of development

Protecting One's Culture

Papua New Guinea has many different traditional cultures. Our government however, has adopted a policy for PNG as “**One People, One Nation, One Country**”. This has helped preserve the identity of each province and its culture. Our own provincial cultures have been further affected by foreign cultures. Despite influences of foreign cultures in education, professional employment, science and technology, many Papua New Guineans still uphold positive customary behaviours through private practice or public celebrations of events.

Some of these are:

- respect for elder
- hunting and fishing
- caring for family members
- helping neighbours
- celebrating cultural festivals and provincial days

There are other introduced cultures that needed to be observed even after schooling. Some examples are:

- contemporary dressing and costumes
- introduction of and use of technology
- Christian Faith, believing in God

- Contemporary music
- Church weddings

Cultures can be forgotten due to multicultural practices. However, there are ways to preserve or protect our cultures from foreign influence. Some of these ways are:

- celebrating indigenous cultural day to strengthen one's own culture.
- show-case own cultures in a multicultural society.
- avoid total influence of foreign cultures or other cultures.
- erect own cultural monuments as symbolic of own culture.

Now read the summary.



Summary

You have come to the end of Lesson 11. In this lesson, you have learnt that:

- multiculturalism is having or sharing a culture by different groups of people in a place.
- different countries have their own policies on multiculturalism.
- 'Melting pot' is a policy adopted by the U.S Government for its multicultural society. It is about many different cultures mixing into one big culture.
- multiculturalism can have both positive and negative impacts on indigenous cultures and can sometimes slow down development.
- developed nations brought about the idea on policies of multiculturalism for civilised societies.
- an immigrant is a person who has moved into a new place to settle. An alien in this sense means a foreigner new to a place.
- there is loss of trust in multicultural communities than in less culturally diverse communities.
- there are supporters and non-supporters of multiculturalism in civilised Western societies.
- *Shari'a Law* of Malaysia, and *White Australian Policy*, are multicultural policies.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE



Practice Exercise 11

1. Write the names of two multi-culturalism policies by foreign governments.

2. Write down three positive and negative impacts of Multi-culturalism on communities.

3. Suggest four ways of protecting one's culture.

4. Write two good and bad things about Multiculturalism.

5. Describe the term 'melting pot'. How did this term come about?

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1
--

Lesson 12: Observing Cultural Practices in Papua New Guinea



In Lesson 11, you learnt about multiculturalism and how different cultures blend into one 'big' culture such as that of the United States. In this lesson you will learn about observing cultural practices in Papua New Guinea.



Your Aims:

- identify the range of cultures an individual belongs to.
- explain some of the customary behaviour associated with these cultures.

Papua New Guinea Culture

Baing (2005) said that *a society is a group of people who share the same culture. The way a particular group of people or society lives at a particular time is called their culture.* She further wrote that culture included the ceremonies of the people of that culture, what they believed in, their language and stories, songs, dances, customs and laws, crafts, art, music, food and their way of transport.

Papua New Guinea is one of the most diverse populations on earth with over 800 different languages spoken in a country with a population of more than 6 million people.

There are many different and exotic cultures within Papua New Guinea and it is a land of traditional people living a subsistence lifestyle. People live in small villages and are dependent on subsistence farming. Women are responsible for the day to day work such as gardening and caring for young children.

An individual belongs to a range of cultures

Study Illustration 8.12.1 below to see how an individual can be a part of many different cultures at one time.

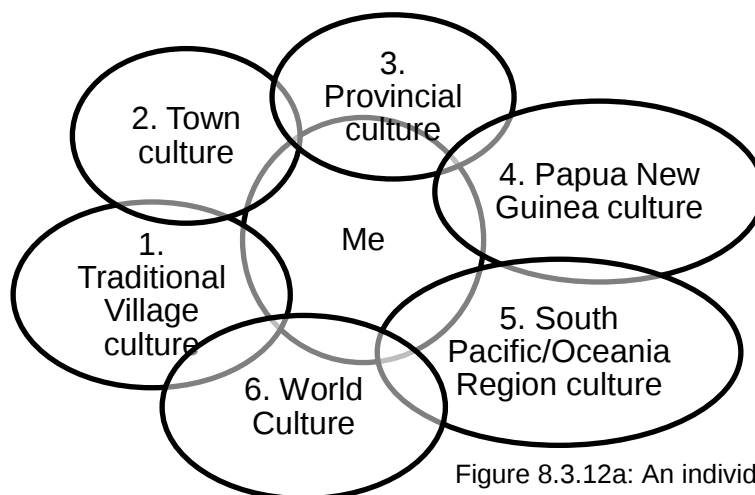


Figure 8.3.12a: An individual belongs to a range of cultures.

Customary behaviour associated with these cultures

Here are two customary behaviour associated with traditional village culture.

(a) The colourful Huli tribe who inhabit the Hela Province (was part of the southern Highlands) of Papua New Guinea see picture *below left*. Colourful feathers are used for traditional head decoration by the Hulis.

(b) In contrast, the young men of the Sepik region undergo painful skin cutting on their backs. This is a symbol of strength and power to resemble the much worshipped water spirit or crocodiles of the Sepik. See illustration 8.12.5 below.



Illustration 8.3.12b: A decorated Huli local.



Illustration 8.3.12c: Sepik Chief in a *Haus Tambaran*

Melanesian Discoverer at a Sepik village

Initiation ceremony at Koroba village, 1975

The following quote is taken from Baing (2005), says

One common belief that is found in Papua New Guinean societies is the importance of our ancestors. All societies believe that the dead should be respected. There are different rituals and special places for the dead, such as placing bones in caves, drying bodies or painting bodies with clay.

Men and women cannot have a good life unless they have the right kind of relationships. That also means relationships with the spirits.

Here is what the Enga people believe.

1. People do not live alone. Their life, their identity and a way of acting comes from their ancestors. The people and their ancestors share this way of life.
2. People live in a community which is made up of men and women who are alive now and the spirits. They see the spirits as alive and very powerful members of the community.

3. The good life comes from having good relationships with the proper people, including spirits.

Papua New Guinean societies celebrate life with rituals, dances, songs and drama. An example is a large pig feast in the Highlands. The feast would be to strengthen relationships. Often rituals are to make sure the relationships with ancestors are good. Sorcerers are important. They try to bring about death and make problems. Death comes from a cause in society. Often sorcery is used to explain why there was a death. There is also good magic, for example, to bring rain for the gardens and solve problems.

Here is an example of a personal cultural description.

Below is Petrus' account of a traditional practice in the Southern Highlands of Papua New Guinea.

Name:	Petrus Hetawi
Culture:	Duna Culture
Customs:	Boys aged 10 and up not allowed to sleep in women's houses Young boys not allowed eating the food young girls bring Young boys and girls are forbidden to stay, play or talk together, etc.
Beliefs:	We believe that a young boy will not grow if he is 'jumped over' or his belongings have been carelessly or accidentally walked on by any female. We believe that our tribesmen originated from birds.
Dressing:	We dress in our traditional attire. Wigs on the head, with feathers of birds of paradise; long pigs' tusks into our nostrils and carry traditional bilum. Ladies wear traditional grass skirts and carry bilum.

The cultural shows and festivals of Papua New Guinea are a way for the proud local people to showcase their traditional customs and beliefs through dance and "sing sings". This also provides a wonderful opportunity for tourists to see the many different cultures of Papua New Guinea all come together in an array of colour and passion. Also by holding traditional festivals and Provincial Day people want to learn and remember their cultures and traditions.

Papua New Guinea is one of the South Pacific Island nations. Papua New Guineans are known as Melanesians. However, Papua New Guinea is made up of diverse indigenous culture that is so unique and quite distinctive in the world. There are twenty one provinces and yet in each province there are different cultural practices that are linked together with more than 800 spoken languages.

For example, in the Southern Highlands the Duna and Huli people have different cultures. This means their cultural practices such as dressing, beliefs, customs and language are different although both are in the same province.

Most Papua New Guineans are still living in the rural areas and practicing their cultures although modern influence is growing.

In the past it was very hard for different cultural groups to interact and socialise easily together. Having their own languages made socialising and communication difficult.

For You to Try:

Can you write your own cultural profile?

Now read the summary.



Summary

You have come to the end of Lesson 12. In this lesson, you have learnt that:

- Papua New Guinea has 22 provinces and many different cultures.
- Papua New Guinea cultures include spoken languages, traditional houses, roles, technology, beliefs, values and rituals.
- there are more than 800 spoken languages spoken in Papua New Guinea.
- ancestral belief plays an important role in traditional Papua New Guinea.
- cultural shows and festivals of Papua New Guinea are a way for the local people to showcase their traditional customs and beliefs through dance and "sing sings".
- Cultural festivals are opportunities that help people preserve, promote and protect their cultures and traditions.
- modernisation influences traditional life. Most Papua New Guineans are still living in the rural areas and practicing their cultures although modern influence is growing.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE



Practice Exercise 12

1. Give an example of a traditional belief, custom and dressing in the New Guinea Islands of Papua New Guinea.

 2. Define culture. What traditional aspects make up culture?

 3. Why is it important to hold traditional festivals in Papua New Guinea?

 4. How do Papua New Guinea societies celebrate life? Give an example of how highlanders celebrate.

 5. How is traditional life influenced by modernisation?

-

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1
--

ANSWERS TO PRACTICE EXERCISES 1-12

Practice Exercise 1

1.

Material	Non-material
1. Newspaper	1. beliefs
2. Computers	2. ideas
3. Television	3. systems
4. radio	4. values
5. pen	
6. shoe	

2. Culture is a way of life of a particular group of people.
3. World culture refers to a common way of life people around the world are following and practicing.
4. For example: wearing neck ties, wearing jeans, speaking English, listening to music on earphones, accessing internet services such as facebook, working for money, buying goods and services using money
5. Universal means the same for everyone.

Practice Exercise 2

1. Globalisation is a process of social and cultural changes occurring in the world that has led to adopting similar lifestyle, for example in clothing, trading and doing business, and manufacturing.
2. Evidence of globalisation in the community are through different types and style of food, music, celebrations such as Halloween and Valentine's Day; clothes worn such as jeans; and technology such as mobile phones, internet, flat screen TV, billboard advertising.

3.

Positive impact (advantages)	Negative impacts (disadvantages)
- opportunities for learning about other cultures leading tolerance - rapid increase in worldwide trade - Worldwide community links - break down of racism, sexism and other stereotypes - more employment opportunities - improvement in technology	- the impact of other cultures can lead to a loss of local culture - more international control over local resources by big corporation - loss of nation's political, economic, social and cultural uniqueness. - wide gap between the 'haves' and the 'have nots' - exploitation of workers particular in developing countries. - traditional skills may be lost

4. Globalisation has influenced the rural and urban communities in PNG by the introduction of television, movies, radios, newspapers, hair salons, which have caused people to gradually adopt the new common culture, and forgetting about their own local cultures.

Practice Exercise 3

1. A cultural icon is a symbol or part of a culture.
- 2.

Any of these four answers in the table are correct.

Country	Icons
U.S.A	Marilyn Monroe, Statue of Liberty (New York), baseball, the American flag (known as 'the stars and stripes'), Grand Canyon (Colorado), Mickey Mouse, Yellowstone National Park
India	Mahatma Gandhi, sacred cows, Taj Mahal, Ganges River
China	The Forbidden City, the Great Wall of China, Confucius, Mao Tse-tung (or Zedong)
France	Eiffel Tower, the Louvre, Notre Dame
Australia	Sydney Opera House, Kangaroos, Uluru (Ayers Rock), Great Barrier Reef
New Zealand	The All Blacks (rugby team), Maori carvings.
Thailand	Wat Phra Kaeo
United Arab Emirates	Palm Islands
Vietnam	Halong Bay
Cambodia	Angkor Wat
Japan	Japanese National Flag: white and red dot
Egypt	Pyramids of Giza
Rome	Colosseum, City of Venice

3. Cultural icons are very important because each represent parts of a culture of a group of people or society. Cultural icons tell us more about a culture or a group of people. They are important because they describe and represent the culture of a society. They tell us about the kind of architecture, art, ancestral origin, religious faith, beliefs, and environment about a place and its people.

Practice Exercise 4

1. Listening to Reggae music, smoking marijuana, women wear different hairstyles
2. The spread of African culture is important because there are aspects of these cultures such as music that young people like and have adapted to it all around the world.

3.

Positive	Negative
▪ Creating music variety	▪ Reggae music is associated (linked) with marijuana
▪ African movies show African women with different hair styles and dressing encouraging PNG mothers and women to copy.	▪ This will lead to some women looking for money through immoral and/or corrupt means.

(Any of the answers in the table are correct)

4. Some ways to reduce negative impacts of African culture on our culture:

- doing public awareness campaigns
- abstain from adopting new cultures that spoil our moral principles of life
- uphold and promote our own culture

Practice Exercise 5

1. Modern fashion & dressing, food such as pizza, building architecture and design, festivals & celebrations such as Christmas, Boxing Day, and Valentine's Day, English language, behaviours and attitude such as manners and professional conduct.
2. The world is changing with globalisation, and PNG must accept a changing culture and keep up with the new changes taking place.
3. Everyone, one way or the other is educated through the English language.
4. Latin cultural dances, pizza, pop and classical music, science and inventions, building architecture and design, pasta, sports, religion, fashion and dressing, English language, and special festivals and celebrations.

(Any of the above answers are correct)

Practice Exercise 6

1. (i) Inca civilisation
(ii) Aztec civilisation
2. Roads, places of worship and a complex agriculture system were established.
3. Pyramids, temples, large houses and wide plazas were built.
4. The New World cultures refers to the cultures brought by the Europeans to North and South America.
5. Christianity religion
6. The Latin American culture includes both high and popular culture.
High culture is made up of literature, and high art. Literature is writing. High art refers to music and visual arts especially painting that is highly valued. High culture refers to cultural practices carried out mainly by the educated and wealthy people.

Popular culture is made up of music, folk art, dance and religion, and other customary practices observed by everyone.

Practice Exercise 7

1. North American culture was formed from the cultures of Europe, Africa and Asia as well as that of the native Indians. Settlers came from these regions bringing with them their cultures and mixing it with other cultures, creating the North American cultures.
2. Popular culture refers to the blended culture of the United States that have spread across the world.
3. Media such as TV and movies, North American tourists, missionaries, settlers, marriage, and overseas educational studies. (Any four of these answers are correct).
4. As people watch American movies they are motivated and influenced and want to adopt what they have seen.
- 5.

Culture	Advantages	Disadvantages
1. Modern Recipes	1. Balanced diet 2. Civilised food	1. Lose natural taste for the native food 2. Lose our culture
2. Fashion dressing	1. Look civilised 2. Feel good	1. Too fancy 2. develop pride

Practice Exercise 8

1. Chinese cuisine (foods), martial arts (Taekwondo), architecture (style of building), food stalls (fast food shops like Kenmaity), Islamic religion (from West Asia).

-South East Asia:

Burma, Thailand, Laos, Cambodia, Vietnam, Malaysia, Singapore, Brunei, Indonesia, Philippines, East Timor

-East Asia: China, Japan, Korea, and Vietnam.

-South Asia:

Indian sub-continent: India, Bangladesh, Pakistan

-West Asia:

Middle East: Turkey, Syria, Armenia, Georgia, Azerbaijan, Iran, Iraq, Saudi Arabia, Lebanon, Jordan, Israel, Palestinian Territories, Kuwait, Bahrain, Qatar, United Arab Emirates (UAE), Oman, Yemen.

-Central Asia:

Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan, Turkmenistan, and Mongolia. Sometimes Afghanistan and Pakistan are included.

-North Asia: Siberia in Russia

3. Through -migration of Islamic worshippers
 - studying abroad in Islamic countries
 - watching televisions and movies
4. Effects can be both good and bad.
 - introduced new and modern technology
 - we forget important features of our cultures
5. Greeting people, traditional singsings and stories. (Answers will vary)

Practice Exercise 9

1. *Melanesia*

The word Melanesia means *black skinned* people. The Melanesian cultures consist of these countries' cultures: Papua New Guinea, Fiji, Solomon Islands, New Caledonia and Vanuatu. The indigenous peoples from these regions have similar cultural aspects.

Micronesia

The word Micronesian means *tiny islands*. This means that all the Micronesian islands are very small in sizes. Micronesian culture is made up of the Marianas, Nauru, Guam, Caroline Islands, Kiribati and Tuvalu.

Polynesia

The word Polynesian means *many* islands. Polynesia is made up of people from Hawaii Islands, Marquesas Island, Western Samoa, American Samoa, Cook Island, Tonga, Tahiti, New Zealand Maoris and the Society Islands.

2. The Polynesian Triangle is made up of all the island countries of Polynesia. The Polynesian Islands are situated in the shape of a triangle.
3. South Pacific music from popular artists like Vanessa Quai and O'Shen.
4. The Māori are the native Polynesian people of New Zealand. The Māori originated with settlers from eastern Polynesia.
5. *Polynesian cultures*
 - Hula dance
 - Haka dance
 - Floral Pacific clothes by Tahiti people

Melanesian cultures

 - PNG and New Caledonia meri blouse
 - Pidgin languages such as the PNG *Tok Pisin* and Solomon Island's *Pislama*

Micronesian cultures

 - Strong family obligations and ties
 - Respect for each other and their families
6. Some ways to preserve our Pacific culture
 - Building traditionally designed houses such as the *roundhouse* in villages in the Highlands
 - Hosting South Pacific and provincial cultural shows
 - media advertisement and exhibition (display)
 - cultural Expos

-continue to uphold and practice cultures

(Answers will vary)

Practice Exercise 10

1. A culture that is formed by small groups of people, especially young people, who have something in common.
2. Sleepover club, pigeon racing, fashion girls, drinking mates, graffiti clubs
3. People from all walks of life, but especially young people.
4. Because they often feel a lack of identification with the values or interests of mainstream society, so they seek out groups of like-minded people, with similar musical, sporting, or political interest, to give them a sense of belonging.
5. Through the *Dreamtime*. They follow the journey of the Spirit Ancestors as they formed the land and laid down the Law.
6. The *Dreamtime* is the time of creation of all things in which the land and animals that live on it were created by ancestral spirits. The Dreamtime gives meaning to everything they do. It sets rules which govern the relationship between the people, the land and all things for them.

Practice Exercise 11

1. The *Shari'a Law* of Malaysia, the *White Australia Policy*
2. *Positive impacts*
 - allow people diverse cultures to socialise and interact with each other
 - remove cultural separation
 - value respect and accept each other as human

Negative impacts

 - sometimes cause violence
 - may cause cultural discriminations (judgements)
 - delays the progress of development
3. Ways of protecting one's cultures are:
 - celebrate indigenous cultural day to strengthen one's own culture
 - show-case own cultures
 - avoid total influence of foreign cultures or other cultures

- build own cultural monuments as symbols of culture

4. *Good things*

- Multiculturalism is seen as a fair system that allows people to truly express who they are within a society.
- Living in a multicultural community makes people accept others ideas, and views which leads to them adapting better to social issues.

Bad things

- Many other people believe that living in a multicultural community leads to restrictions in the rights and freedoms for certain groups.
- Multiculturalism affects social trust. The smaller a community the more trust there is among members. There is loss of trust in multicultural communities.

5. *Melting Pot* is a term used to refer to the United State's multicultural society in which many foreign cultures have come together, and 'melted' into one big pot. The term originated from the blending or mixing of many different cultures into one big and diverse culture.

Practice Exercise 12

1. Beliefs: Believe and practice or avoid superstition (black magic)
Customs: Chew betelnut or smoke locally produced tobacco *brus* for relaxation
Dressing: Men wear red material cloth around the waist and carry traditionally woven baskets; women wear *grass skirts*.
2. The way a particular group of people or society lives at a particular time is called their culture.

Traditional aspects of culture included the ceremonies of the people of that culture such as, what they believe in, their language and stories, songs, dances, customs and laws, crafts, art, music, food and their way of transport.
3. To showcase their traditional customs and beliefs through dance and "sing sings". This also provides an opportunity for tourists to see the many different cultures of PNG. Also by holding traditional festivals and Provincial Day people help us to think about and preserve our cultures and traditions.
4. Papua New Guinea societies celebrate life with rituals, dances, songs and drama. An example is a large pig feast in the Highlands. The feast would be to strengthen relationships between family members and in-laws. Often rituals are to make sure the relationships with ancestors are good.
5. This can happen when young people do not respect their customs and traditions, and choose the new way of life over customs, traditions and duties. For example, listening to music and surfing the internet and refusing to go to the gardens or river to fish or wash clothes.

(You may have written other examples that are also correct).

SUB-STRAND 2: ELEMENTS THAT SHAPE INTERNATIONAL CULTURE

In This Sub-strand, You Will Learn About:

- **International Participation**
- **Spreading Culture through Religions and Languages**
- **Culture Wars and Culture Stereotypes**
- **Impacts of Multinational Operations on Culture**
- **Impact of Transport and Communication on Culture**
- **Culture and the Internet**
- **Protecting Culture**
- **Contemporary Global Conflicts**

Strand 3: Culture

Theme: Influences on International Culture

Sub-strand 2: Elements that Shape International Culture

Learning Outcome: 8.3.2 Identify key elements that shape international culture

Indicators: Students will be achieving this outcome when they:

- compare the views on the benefits and draw backs of copying trends from outside Papua New Guinea
- identify some examples and reasons for aspects of cultures shared worldwide
- predict a possible global and future change in an aspect of culture
- report media examples of ongoing conflicts around the world where there is a fight over territory and unresolved cultural differences

In Sub-strand 2 there are eight lessons altogether based on the theme Influences on International Culture. This Sub-strand basically identifies the various aspects of cultures shared worldwide using a few examples and analyzes the benefits and drawbacks of these influences on Papua New Guinea and international culture.

In the first lesson of this Sub-strand you will look at International Participation and how this aspect influences our Papua New Guinea culture and others' worldwide. You will discuss the various cultures experienced worldwide including Religion, Language, Multinational Operations, Internet, Global Conflicts, Transport and Communication. A few examples will be given to illustrate the impacts of these influences on our culture and the world.

Towards the end of this Sub-strand you will look at possible ways to protect your own culture from outside influence and dying out.

Contemporary Global Conflicts also shape culture therefore a few examples and photographs will be presented to explain their impacts and influences.

Lesson 13: International Participation



In Lesson 12, you learnt about a few cultural practices in Papua New Guinea and may be in your own local area. In this lesson you will learn about the importance of International Participation with other countries. You will also study about the many international organisations Papua New Guinea deals with in terms of social, economic trade and politics.



Your Aims:

- define International Participation
 - identify different ways a country can participate internationally
 - discuss the advantages and disadvantages of international participation
 - identify examples of international participation PNG is involved in
 - discuss how international participation can influence culture
-

What is International Participation?

Any global recognised activities that people take part in is referred to as international participation. There are so many things and activities that an individual person, people or nation participate in.

‘Public participation’ means involving those who are affected by a decision in the decision-making process. Public participation supports sustainable decisions by providing participants with the information they need to be involved in a meaningful way, and it communicates to participants how their involvement affects the decision.

The practice of public participation might involve public meetings, surveys, workshops, polling, and other forms of direct involvement with the public. It supports international research and offers professional development training and services. The members work in industry, civil society organisations, universities, government, NGOs and more. These participants are involved in the public participation process by supporting clients, colleagues and citizens for decision-making. There are various ways a nation can participate internationally.

It can be through:

- international trades
- international sports
- attending international conventions
- becoming international organisation member
- economic and business opportunities.

Papua New Guinea as a member of an internationally recognised organisation such as the Greenpeace International. This is an example of international participation in talks to reduce the effects of climate change in the world.

CARE International is another organisation that Papua New Guinea has been involved with for many years. The following abstract outlines the aims of CARE International in Papua New Guinea. Through such initiatives Papua New Guinea takes on an international participation for growth and development of social and economic issues in the country.

CARE International has been working in Papua New Guinea for more than 20 years. In 2006, CARE established a Country Office in Goroka in the Eastern Highlands Province, and in 2008 extended operations through a sub-office in Buka, in the Autonomous Region of Bougainville.

CARE's work in PNG supports marginalised and vulnerable people to achieve key development priorities and make tangible and lasting improvements to their lives. In addition to development programs, CARE provides humanitarian support to communities facing emergency situations. In our work we focus on the important development principles of female empowerment, partnerships, sustainability, community development, and capacity-building. CARE PNG operates through an in-country team of 60 staff who support the following programming areas:

CARE's future priorities in PNG include establishing a strong gender-focused approach to improving maternal health; linking and strengthening of current work; and developing a long-range plan to provide a framework to CARE's long term approach to development in PNG.

See illustrations showing the initiatives of CARE International in small sustainable projects in rural areas of Papua New Guinea.



Illustration 8.3.13a: Rural highlands communities involved with CARE initiatives

The picture below show an example of Papua New Guinea's participation in the Commonwealth Games.



Illustration 8.3.13b: Ryan Pini winning a Silver medal in the 2006 Commonwealth Games.

Here are some advantages and disadvantages of international participations.

Advantages

- the country will be internationally recognised
- begins bilateral relationships

Disadvantages

- may expose incompetency at international standard
- can be influenced by foreign cultures
- shows discrimination (judgement)

Bilateral means two-sided, for example, a bilateral aid. This means the country receiving the aid must fulfill certain requirements by the donor country.

Like any other nation around the world Papua New Guinea also participates internationally in various ways. It can do this by:

- Taking part in Commonwealth and Olympic games, and others.
- International trades and business.
- Attending international conferences and meetings.
- Contributing to the development and defence of neighbouring countries through defence and police personnel.

However, international participation can influence the culture. Both people and the nation can be affected, in various ways. For example, if a person participates in an international sport competition, he or she can be challenged to adapt the competitive and world class skills and training of the sporting culture.

People who occupy international jobs such as ambassadors, can easily be influenced by adapting to the foreign cultures, in their dressing, attitudes.

The nations who participate internationally can be easily influenced. They can sometimes adapt foreign architectural designs of buildings, adapt and introduce international policies, and can introduce advanced civilizations.

Now read the summary.

**Summary**

You have come to the end of Lesson 13. In this lesson, you have learnt that:

- International Participation refers to any activities that a person, group, or nation takes part in at the international level.
- examples of international participation are in sporting games, job opportunities, educational study, war, Diplomats living and working in PNG and overseas, conferences and short courses.
- Papua New Guinea participates internationally in various ways, such as sports, foreign trade, development aid, conferences, short courses, bilateral relationship.
- international trade involves two main activities: foreign aid and trade
- International Participation influences culture. Ideas learnt overseas are put into practice in Papua New Guinea in the form of modern dressing, lifestyle, religion, business ventures.
- nations that participate internationally can be easily influenced. They adapt foreign architectural designs of buildings, introduce international policies, and introduce advanced civilisations.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE



Practice Exercise 13

1. Define International Participation.

2. List five different ways a person can take part in at the international level.

3. List two advantages and disadvantages of international participation.

4. Identify two examples of international trade that Papua New Guinea is involved in.

5. Explain how international participation can influence culture.

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2
--

Lesson 14: Spreading Culture through Religions and Languages



In Lesson 13, you learnt about Papua New Guinea's international participation with other countries. In this lesson you will learn about how culture is spread through the different world religions and languages.



Your Aims:

- define religion and language
 - list the major religions and languages in the world
 - identify the main ways of spreading culture through religion and language
 - discuss how religion and language affect international culture
-

Religion

Religion is a belief in, worship of, or obedience to a supernatural power or powers thought to be divine or to have control of human destiny, for example, the Christian Religion. Religion refers to what people believe about God or gods and their worships.

See *below* different religious symbols in the following illustration.

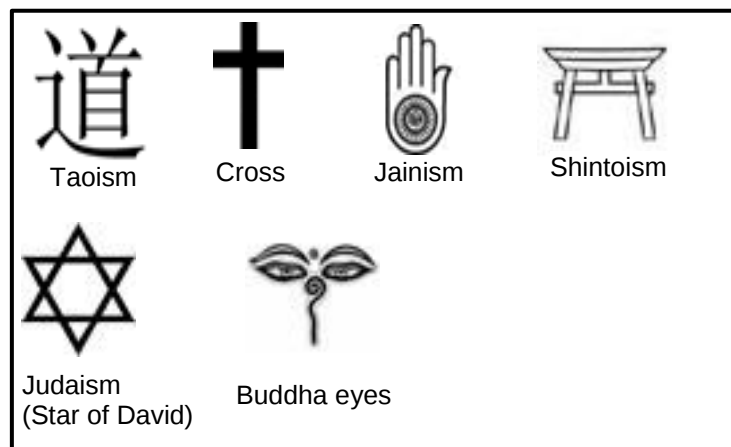


Illustration 8.3.14a: Different religious symbols

Religion is an important part of culture around the world. See illustrations . Remember that each major religion can be divided into different groups. For example, about half of all the Christians are Roman Catholics. Muslims, Jews and Hindus all have different groups or sects too.

Now, study Figure 8.3.14b, and pie graph below.

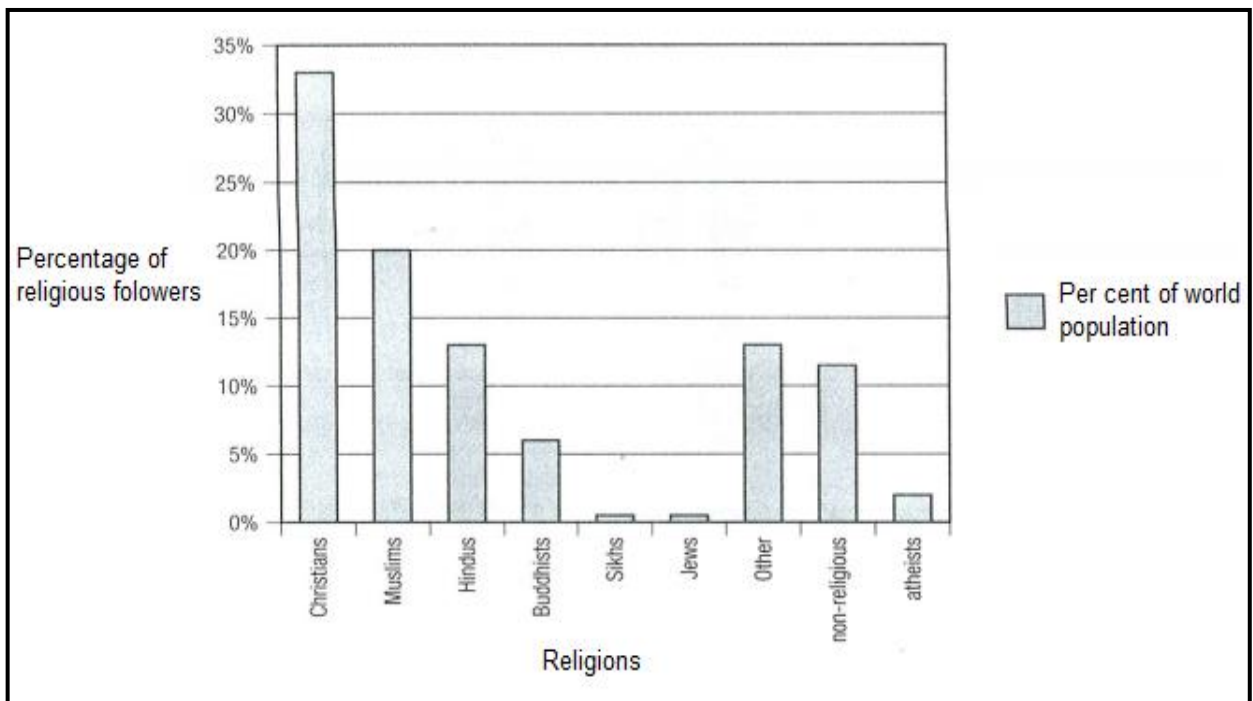


Figure 8.3.14b: Major religions in the world

*** A follower of Islam is called Muslim. A follower of Judaism is called Jew.**

Study the pie graph.

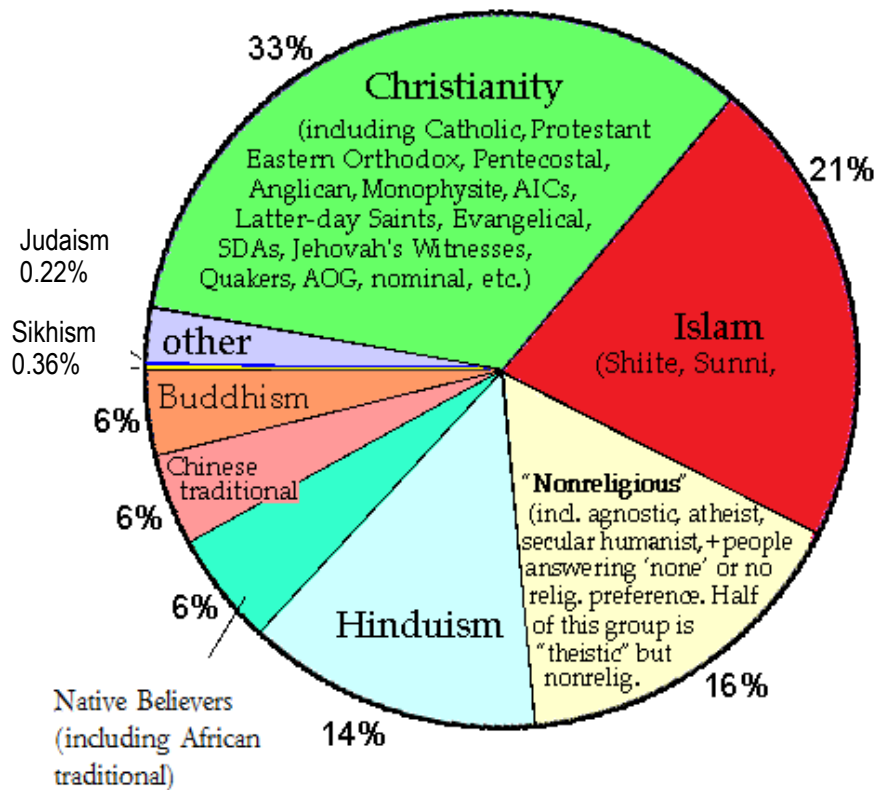


Figure 8.3.14c: Major religions of the world ranked by number of followers.

Now that you have studied the column and pie graphs, let us look at the table below that shows the different countries or regions and the main religion practiced.

Country or region	Main religion practiced
Europe, Philippines, PNG, USA, Australia, Oceania	Christianity-Roman Catholic, Protestant, Anglican, SDA, Jehova's Witness, AOG, Latter-Day Saints, Pentecostal, Quakers
Albania, Ukraine, Saudi Arabia, Turkey, Kosovo, Herzegovinia, Libya, Iran, Iraq, Indonesia	Islam
Israel	Judaism
India,	Hinduism, Buddhism, Sikhism, Jainism
China	Confucianism, Buddhism
Japan, Cambodia, Nepal, Korea, Malaysia, Mongolia, Burma, Singapore, Sri Lanka,	Buddhism, Shintoism,

For you to try:

Discuss what you know about the world's major religions.

- What information can you find about the world's major religions?
For example, Christianity has bigger influence, and the largest population

Languages

Language refers to a dialect of words spoken. There are many dialects. There are about 3000 to 4000 languages spoken around the world. Look at the graph of the top ten first languages spoken in the world in 2004. They make up about 40 percent of all first languages. This will change as world population changes. For example, governments might promote one or two languages in schools.

Many small language groups are losing their language and impact. Do you know of examples like this in Papua New Guinea? Yes. There are a few languages that are almost dying out because there is no one else left to speak it and teach it to the young generations.

Some groups that share a language share some parts of culture. For example, English speaking countries like the United States of America, Britain, Canada, Australia and New Zealand share some parts of European cultural heritage.

There is the idea of giving a person a 'fair go'. They respect freedom of speech and the idea that a person's home is their private space.

Languages Summary

Main world languages listed by the Number of Speakers

	Language	Native Speakers / Primary Country	# of TOTAL Speakers (millions)		Language	Primary Country	# of TOTAL Speakers (millions)
1	Mandarin	863	1,025	33	Hausa (Niger)	Africa	39
2	Hindi	357	476	34	Malayalam	India	36
3	Spanish	352	409	35	Persian	Iran	35
4	English	335	497	36	Hakka	China	34
5	Bengali	200	207	37	Burmese	Myanmar	32
6	Arabic	200	235	38	Oriya	India	31
7	Portuguese	173	187	39	Romanian	Romania	26
8	Russian	168	279	40	Sudanese	Africa	26
9	Japanese	125	126	41	Yoruba	Africa	22
10	German	99	126	42	Dutch-Flemish	Nether.-Belg.	21
11	French	75	127	43	Serbo-Croatian	Croatia- Serbia	21
12	Malay-Indonesian	57	170	44	Amharic	Africa	21
13	Urdu	Pakistan	104	45	Pashtu	Pakistan	19
14	Punjabi	India	94	46	Sindhi	Pakistan	19
15	Korean	Korea	77	47	Uzbek	Uzbekistan	18
16	Telugu	India	75	48	Igbo	Africa	18
17	Tamil	India	74	49	Nepali	Nepal	16
18	Cantonese	China	71	50	Hungarian	Hungary	14
19	Marathi	India	71	51	Fula	Africa	13
20	Wu	China	70	52	Sinhalese	Sri Lanka	13
21	Vietnamese	Vietnam	68	53	Czech	Czech	12
22	Javanese	Java	64	53	Greek	Greece	12
23	Italian	Italy	62	55	Kurdish	Iran, Iraq	11
24	Turkish	Turkey	61	56	Azeri	Azerbaijan	11
25	Tagalog	Phillipines	57	57	Oromo	Africa	10
26	Thai	Thailand	52	58	Byelorussian	Belarus	10
27	Min (China)	China	50	59	Madurese	Indonesia	10
28	Swahili	Africa	49	60	Assamese	India	10
29	Ukrainian	Ukrain	47	61	Malinke-Bambara	Africa	9
30	Kannada	India	46	62	Swedish	Sweden	9
31	Polish	Poland	44	63	Zulu	Africa	9
32	Gujarati	India	44	64	Afrikaans	Africa	9
			5,144 million				596 million
5.74 Billion Total speakers							

For you to try:

- What changes have you noticed to languages that you know? *Eg: I have noticed that I forget to speak my language when I am at school.*

- How does it show that the cultures are changing? *By looking at people adapting to introduced or promoted languages, such as English and Japanese, in Sogeri National High School, and the University of Papua New Guinea-language studies.*

Main ways of spreading culture through religion and language

Already in Papua New Guinea we have been influenced by foreign religions and languages. Foreign languages include English mainly and a bit of Japanese. Foreign religion include Christianity mainly and a few Islam followers.

Religion and language are cultural aspects or features. By learning and speaking English Papua New Guineans or anyone for that matter is already helping to spread a foreign cultural feature. The same goes to religion. By learning and practicing a foreign religion we are directly helping to spread it.

We forget that we have our own local languages and *TokPisin*. However, English is the Universal language and is taught in schools. Religion also is taught in schools and tertiary institutions.

Some ways in which foreign culture is spread through language and religion:

- Missionaries
- Technology
- Schools and higher learning institutions
- Expatriates living and working in PNG

Religion and language affect international culture

Both religion and language affect international culture. Religion affects foreign cultures through introducing foreign ideas and beliefs about who God is. By learning these foreign ideas and beliefs about a God people become influenced by it and adapt it. The same with learning English at school and at home. English is the mode of instruction in schools apart from the local dialect introduced by the *Outcome Based Education* in the rural elementary schools in Papua New Guinea. The learning of the vernacular language in rural schools have been phased out in 2012 and schools are going back to teaching English at the elementary.

Learning *English* at school means we will adapt it. Religion was also brought by the missionaries and those who have lived and worked in Papua New Guinea. People chose to either believe in traditional gods or a foreign God. It is an individual choice. People chose which religious practice they want to be a part of. Much of our traditional cultural practices of god include black magic and sorcery. There seemed to be more 'good' in Christianity than our own traditional beliefs.

Learning a foreign language makes us to think, talk and act like foreigners. It is the same with religion. By adapting a foreign religion we think and believe in the same values foreigners and missionaries believe in. In the end, we adapt the new religious beliefs and practices.

Now read the summary.

**Summary**

You have come to the end of Lesson 14. In this lesson, you have learnt that:

- religion refers to what people believe about God or gods and how they worship
- religion and language are two different ways to influence culture.
- religion and language are important parts of cultures around the world.
- there are many different religions and languages around the world.
- major religions are Christianity, Islam, Hinduism, Buddhism, and Judaism.
- language changes as population changes.
- English is the universal language spoken round the world today.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE



Practice Exercise 14

1. Define religion and language.

2. List the five major religions and languages in the world.

	Major Religions	Major Languages
1		
2		
3		
4		
5		

3. How are ideas spread?

4. Explain how religion and language affect world culture.

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2
--

Lesson 15: Cultural Wars and Cultural Stereotypes



In Lesson 14, you learnt about how religion and language spread culture. In this lesson you will learn about cultural wars and stereotypes.



Your Aims:

- define culture wars and stereotypes
 - identify examples of culture wars and stereotypes around the world
 - state the effects of culture wars and stereotypes
 - suggest solutions to avoid culture wars and stereotypes
-

Cultural wars

The phrase “culture wars” is taken from the German word *Kulturkampf*, which means “a struggle for the control of the culture.” In the late 19th century Germany, for example, launched a *Kulturkampf* against the Catholic Church. It wanted to remove **Jesuits** from the country and passed laws that limited the church’s influence in education and politics. Due to strong opposition from German citizens, the *Kulturkampf* (policy) was cancelled in 1878.

Jesuit refers to the Society of Jesus. It is a Christian male religious congregation of the Roman Catholic church.

Culture Wars originated in the 1920s when urban and rural American values came into conflict. This followed several decades of immigration to the cities by people thought of as alien to earlier immigrants. See definition of immigration in Lesson 11. An alien in this sense, means a foreigner in a new place.

In the US and many other countries, there are two cultural views. One is called ‘conservative’ or traditional. This view follows the way things are done normally. It does not welcome new changes in society. It is against things like abortion, gay rights and divorce. The other is called ‘liberal’. It allows people more freedom of choice on these issues. Sometimes these two groups are divided by religion. For example, in Christian cultures, the conservatives are called conservative Christians. The liberals are called liberal Christians and **free thinkers**.

Cultural stereotypes

A **stereotype** is a thought about specific types of individuals or certain ways of doing things. This type of belief may or may not be true. Around the world, different cultures see each other with **bias** and **prejudice**. Being part of different groups can result in cultural labels based on race, religion, age or politics. Often these are stereotypes. A stereotype is

a very biased (one-sided) idea of a culture. For example, the idea that “All Australians drink beer” is a stereotype.

Here is a picture showing stereotyping of a certain group of people.



Police officers buying donuts and coffee, an example of stereotyping in North America

Stereotypes of African Americans in the United States are generalisations about African Americans or African American culture. These stereotypes have grown within American culture dating back to the colonial years of settlement, particularly after slavery was stopped.

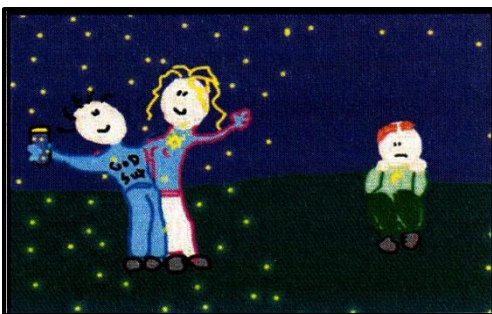
Some of these generalisations about African Americans include:

- unusual appetite for watermelons
- lazy and very religious
- lack intelligence
- have a love for fried chicken, watermelon, corn bread, Kool-Aid, waffles, and grape drink

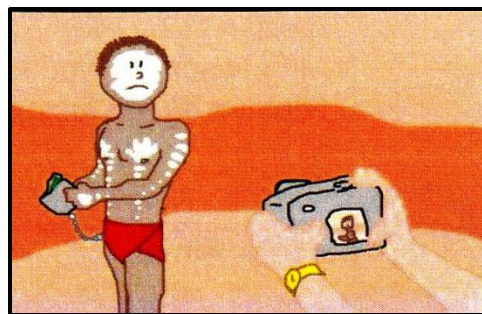
Waffles is a dough of flour lightly mixed with other ingredients and cooked between two plates to give a different shape and size. See picture on the right.



Below are two cultural stereotypes about the Roman Catholics and native Aborigines of Australia.



Lightning Bugs Won't Light Up Near a Catholic.



Aborigines Believe Photographs Steal Your Wallet..

For you to try:

- Can you find any information on a conservative cultural group? *Eg: conservative cultural group oppose abortion, gay, etc.*
- Can you find any information on a liberal cultural group? *Liberal cultural group has more freedom of choice.*
- What type of divisions can you find in Papua New Guinea? *Neither of the above. It is democratic but such practices as abortion and gay rights are not allowed by law. But there are many instances of unwanted pregnancies resulting in abortions in some private run hospitals in PNG. There are homosexual relationships existing in PNG.*
- How is this different from the United States of America? *The difference is that the US is a strong hold of these two cultural groups than PNG. The US also has a large population base than PNG.*
- What are two main cultural stereotyping in PNG? *Papua New Guineans were cannibals and Highlanders are violent in nature.*

1. Conservative means traditional or old-fashioned

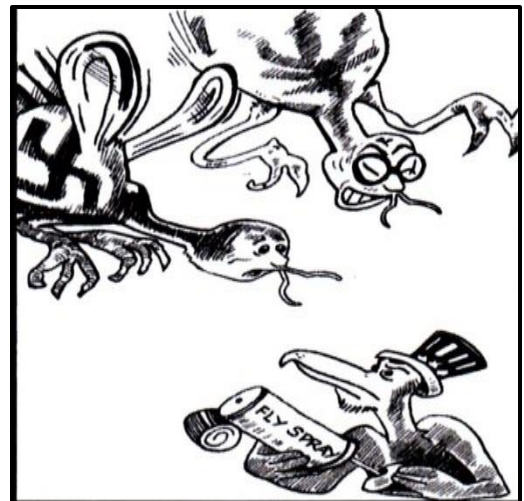
2. Liberal means open-minded, being accepting of something, or freedom

Conflicts also lead to stereotypes in world culture. For example, many Israelis and Arabs have stereotypes of each other in the Middle East. The idea of race is a cultural idea. It is not a scientific idea. There are many world cultural stereotypes that have been created with prejudice and biasness. Close examination has shown that they are all false. This means that stereotyping by one culture of people against another is not true. Cultures differ and so are peoples choices in doing things and who they like or dislike.

Stereotyping results in conflicts or wars. This is how many Americans thought of the Japanese and Germans in World War II. See sketch on the right. Today Americans, Germans and Japanese respect each other.

Few people however still believe the old stereotypes.

The opposite of stereotypes is being appreciative of cultures. Different cultures have developed wonderful ideas and systems. These are reflected in physical culture.



These culture wars and stereotype have caused a lot of effects in the lives of many people around the world. Some of these effects are:

- continuous cultural conflicts
- cultural discriminations and segregations (separations)
- erupting violence and civil wars

- making fun of another culture (cultural mockery)

Here are several suggested solutions to avoid cultural wars and stereotypes on cultures.

- avoid biased (one-sided) judgements
- set laws to ban practices that cause culture wars
- address cultural issues in friendly ways

Prejudice means bias or one-sided.

Close examination refers to research or investigation carried out.

Cultural Discriminations and Segregation refers to judgement by a group of people or culture that sees itself as better than others and separates away from them.

Now read the summary.



Summary

You have come to the end of Lesson 15. In this lesson, you have learnt that:

- culture war is a conflict between cultures caused by different belief systems.
- around the world, different cultures see each other with biasness and prejudice. Being part of different groups can result in cultural labels based on race, colour, religion, age or politics.
- a stereotype is a very biased (one-sided) idea of a culture or group of people.
- two types of cultural views are conservative and liberal.
- conservative cultural view respects moral standards.
- liberal cultural view is an opinion that people should be free to choose what they want to do.
- major world religion is divided into these two categories.
- cultural stereotype is a very biased idea of a culture.
- close examinations of cultural stereotypes show them to be false.
- the opposite of stereotype is an appreciation of cultures.

- an immigrant is a person who has moved into a new place to settle.
 - there are many good and bad effects of culture wars and stereotype.
-

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE



Practice Exercise 15

1. What are Cultural Wars and stereotype?

2. List two examples each of cultural wars and stereotypes.

3. List four effects of culture wars and stereotypes on cultures.

4. Write three ways to avoid culture wars and stereotypes.

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2
--

Lesson 16: Impacts of Multinational Operations on Culture



In Lesson 15, you learnt about culture wars and stereotyping. In this lesson you will learn about the impacts of Multinational operations on culture.



Your Aims:

- define multi-national companies
 - identify advantages and disadvantages of multi-national companies on culture
 - describe the impact of multi-national companies on the changing work and traditional cultural practices
-

What are multi-national companies?

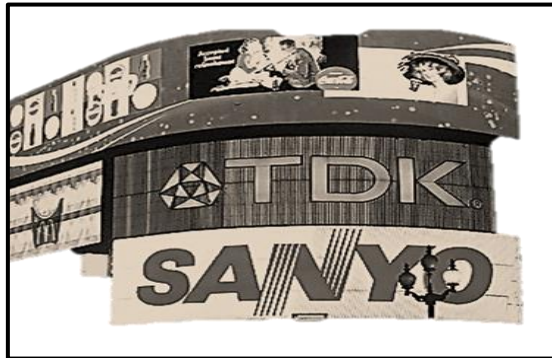
Multi-national companies are companies that operate in several different countries. There are various types of companies. They operate for different business purposes. Some examples of multi-national companies are Coca Cola, Chevron, Puma, Sanyo, Exxon Mobil, and so on.

These companies bring in foreign goods and services. Trade has changed most parts of our cultures. Products of these companies have also influenced the world cultures. For example the Coca Cola Company is a multi-national company. It produces soft fizzy drinks in different flavours namely Coke, Fanta, Sprite and Pepsi. Coca Cola has branches all over the world. People have adapted to Coca cola soft drinks. Instead of buying a bottle of water some people prefer to buy the flavoured fizzy drinks. This is an example of a change of culture.

Below is a picture showing an advertisement of Coca Cola. Coca Cola is the most recognised commercial image around the world. About more than 10, 000 soft drinks Coca Cola Company produces every second of every day. Coca Cola is a Multinational company.



Another Multinational company is Sanyo. Sanyo is a global company that manufactures world class audio, video tapes and floppy disks. The picture below shows a Sanyo Transnational corporation branch in London.



Neon signs in London show a number of examples of Transnational Corporations.

For you to try:

- Can you think of other world wide companies?
For example, Nike, a US company which manufactures and sells athletic foot wear in the world. It designs and produces footwear and accessories such as sport bags, swim wear, boxer shorts to name a few.

Advantages and disadvantages of Multinationals

Multinational companies have greatly influenced our world and cultures in various ways. Below are advantages and disadvantages Multinational companies have on the existing cultures.

Advantages

- Attract people to adapt to a new culture with their products
- Expose people to new products that makes life comfortable
- Provide people with access to technologies, e.g. internet, mobile phones

Disadvantages

- People forget own cultures
- Many cannot afford expensive items
- May cause cultural conflict of certain unwanted products
- May manufacture and sell products that are of poor quality (counterfeit goods).

Multi-national companies can have an impact on the work habits of traditional cultural practices. Our cultural practices such as fishing, hunting, building houses, making fences, planting crops, rituals and initiations would be greatly affected when we are employed. More time is spent on a paid job and less time doing traditional activities. Besides, when more time is spent enjoying modern products, we become lazy and do not take part in traditional practices and obligations. For example, watching movies, listening to music, surfing the internet may cause us to ignore our cultural obligations.

Now read the summary.



Summary

You have come to the end of Lesson 16. In this lesson, you have learnt that:

- multi-national companies are companies that are operating in more than one country.
- these companies bring in foreign goods and services, which have changed most parts of our cultures.
- examples of multi-national companies include Coca Cola, Nike, Sanyo.
- multinationals can change our cultural practices through the development and employment opportunities they provide.
- multi-national companies have both advantages and disadvantages on cultures.
- multi-national companies can have impact on the work habits of traditional cultural practices.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE



Practice Exercise 16

1. What are Multi-national companies? Give examples.

2. Write three advantages and disadvantages of Multi-national companies.

Advantages

Disadvantages

3. Describe the impact of multi-national companies on traditional cultural practices.

4. Write a paragraph on one good and bad impact of Multinational companies on culture.

Good impact:

Bad impact:

CHECK YOUR ANSWERS AT THE END OF THE SUB-STRAND 2
--

Lesson 17: Impact of Transport and Communication on Culture



In Lesson 16, you learnt about the impacts of Multinational companies on culture. In this lesson you will learn about the impacts of Transport and Communication on culture.



Your Aims:

- define the terms transport and communication
- describe reasons for cultures shared worldwide

Transport

Transport means “to carry or cause to go from one place to another, especially over some distance”, for example, a freight or vehicle is used to transport or carry people or goods from one place to another. Air transport, sea transport, and land transport are three types of transport in the world.

Motor vehicles, aircrafts, and ships are examples of modern transports. In the past, people used walking as their main land transport to move from one location to another. Rafts and canoes were used as sea transports. But there were no air transports. These are traditional transports.

Around the world different ethnic groups have their own cultural transports for various environmental conditions. For instance; the Sahara people in North Africa use camels as their traditional form of transport on the desert; the Amazon people in Brazil use canoes to cross huge rivers of the Amazon. While in the coastal areas of Papua New Guinea the people crossed huge rivers by canoes and logs.

Traditional transports have greatly been changed, by the modern transport system. As people adapt to Western cultures their own ways of life changes as well. An example is the mode of transport used today. Before the arrival of Europeans our people used canoes and logs to travel on water. Today our lives are made easier by having boats, ships and motorised canoes to help us reach our destinations within less time.

Look at the pictures of the types of sea transport below.



Illustrations 8.3.17a: A raft is among the simplest of boat designs



The *Albatun Dos*, a tuna boat at work near Victoria, Seychelles



The *Colombo Express*, one of the largest container ships in the world, owned and operated by Hapag-Lloyd of Germany

See photographs of land and air transport below.



Illustration 8.3.17b: A truck, a modern form of land transport



Air Niugini, Fokker F28, at Perth Airport in the early 1980s



In Indian traditional culture, animals such as elephants are used for transporting things and people.

For you to try:

- What is the cultural change? *Modern vehicles are used to transport things, goods and people on the land instead of walking and the use of animals.*
- List some advantages and disadvantages of this change.

Advantages:

-People do not have to carry heavy loads of goods long distances.

Disadvantages:

-Cultural heritage such as using animals for transportation dies out.

- Describe the cultural change in sea transport. *Modern boats have replaced the traditional canoes and rafts.*
- How does the culture of communication change when adapting to modern communication?
The traditional communication modes such as producing smoke is done away with. Mobile phones and other modern methods have replaced traditional methods.

Communication

The passing of information, ideas or feelings from one person to another is called communication. Different cultural groups have their own communication modes. We communicate for different reasons. Communication is an important part of a culture. People communicate in various ways using sign, symbol, body language, sound or even verbally talking to each other to get a message across to another person.

Traditional communication ways such as signs, symbols, sounds and speaking were part of our culture. Traditionally, it was quite hard for people to communicate long distances. They used fire smoke and sound to relay messages.

As people began to be influenced by a modern way of life, they adapted new ways of communication as well. New and introduced communication technologies such as telephones, cell phones, internet and email, mail, radios, and TV were modern communication methods that replaced traditional types of communication.

Today some of the traditional communication modes such as body languages, signs and symbols are still used but in very isolated communities. Verbal conversation (speaking) is still the main mode of communication.

Look at the pictures below. They show two different ways of communication altogether.



Photograph A:
In Huli culture
smoke are
produced during
tribal war to
send signal to
distant tribes.



Photograph B:
The Qualcomm
QCP-2700, a mid-
1990s candy bar
style phone, and
an iPhone 5, a
current production
smart phone.

Now read the summary.



Summary

You have come to the end of Lesson 17. In this lesson, you have learnt that:

- transport means to carry or cause to go from one place to another, especially over some distance.
- there are three types of transport: land, sea and air.
- communication is a way of passing on information from one person to another.
- modern communications are the introduced communication systems that we use today.
- traditional communications are the traditional ways of passing on information in the past.
- development and changes in communication influence culture.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE



Practice Exercise 17

1. Define transport and communication.

Transport

Communication

2. Describe how modern transport and communication influence culture.

3. Write two examples of types of transport and communication.

Air:

Sea:

Land:

4. What were the traditional means of transport and communication? Write two of each.

Transport

Communication

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2
--

Lesson 18: Culture and Internet



In the last lesson you have learnt about the impact of transport and communication on culture. In this lesson, you will learn about the Internet and its effects on culture.



Your Aims:

- explain the importance of internet all over the world
 - explain how internet influences the spread of culture
 - list and discuss the benefits and draw-backs of using internet
-

What is Internet?

Internet is an international computer network linking computers from all over the world. If a computer is hooked up to Internet it means it has access to the World Wide Web. A computer can access any type of information from the Internet. Most of the internet sites are updated with the latest information, ideas and skills about new discoveries, inventions, products and the systems and function of anything, such as business or leadership. You can search the internet for just about any type of information. Although the internet is a very important collection for educational materials there are also bad impacts of it.

The Internet consist of computers that are linked through a network to share information. The information travels very fast through wires and cables. In just seconds, a computer hooked up to the Internet can get information from almost anywhere in the world.

Impact of Internet on Cultures

Since the introduction of the Internet technology, many aspects of our cultures have changed very quickly. For example, working habits, dressing, business, education, attitudes, ideas, beliefs, knowledge and so on have changed. People are now adapting to a new modern culture.

Look at the picture below showing these pupils using the Internet.



Illustration 8.3.18b: School children using accessing Internet

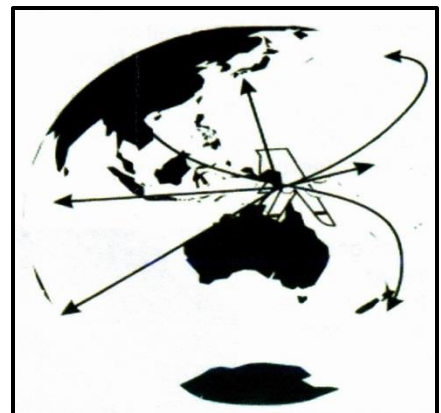


Illustration 8.3.18a: World Wide Web Internet connection

Influences of the Internet on Young People

Nowadays, the Internet is very popular with young people or youth. Most of them spend a lot of time surfing the Net. They think or feel that the Internet has brought many advantages. In my opinion, the Internet influences young people positively and negatively.

There is no doubt that the Internet has good influences in increasing and improving young people's knowledge. It keeps everyone informed. With few minutes each day, we can update necessary news. Moreover, more and more youth use the Internet to find information for their work or their study. They also can learn much about cultures, history, and geography through many different sources on the Internet websites.

On the other hand, there are three negative influences of the Internet on young people. Firstly, the over use of computer brings the bad physical effects. Some people harm their eyes by sitting in front of the screen for a long time without rest. Others are easy to suffer diseases such as stomach ache, headache and back pain. Furthermore, the Internet seems to separate youth from the real world. Although they usually update current affairs, their face-to-face or direct communications are very poor. They communicate with others throughout websites like Facebook, Google Messenger, instead of going out with family or meeting friends. Young people can loss their feelings in relationships or have difficulty in real communicating.

In addition, many websites are not good for people to see, especially teenagers. For example, the websites which cannot be censored contain immoral or bad information such as photographs and videos.

Internet café

Internet cafes, or cybercafés, have created a popular and affordable way to access the Internet and to send and receive e-mails. Those who may not have a computer at home utilise such services to access information.



Illustration 8.3.18c: Internet Cafe

Advertising using Internet

The Internet enables advertisers to promote products and services to millions of potential customers through the World Wide Web when written in short it is www.

Advantages and Disadvantages

Advantages

The Internet provides many facilities to the people. Below are some advantages of Internet usage.

- **Sharing Information**

You can share information with other people around the world. Sharing information through the Internet is very easy and cheap.

- **Collection of Information**
A lot of information of different types is stored on the web server on the Internet. It means that different information are stored in the form of text and pictures. You can easily collect information on every purpose on special websites called search engines. Search engines are available on the Internet to search information. The most popular search engines are altavista.com, search.com, yahoo.com, ask.com. Unfortunately Internet is not free here in Papua New Guinea.
- **News**
You can get the latest news of the world on the Internet. Most newspapers immediately update with latest news when any event happens.
- **Searching Jobs**
You can search different types of jobs all over the world. Most of the organisations advertise their vacant job positions on the Internet. The search engines are also used to search the required job on Internet.
- **Advertisement**
Most of the commercial organisations advertise their product through Internet. It is very cheap advertising products. The products can be displayed in an attractive and beautiful way to attract potential customers.
- **Communication**
You can communicate with others through Internet all around the world. You can talk by watching with your friends in your study room. For this purpose, different services are provided on the Internet such as:
 - Chatting
 - Video conferencing
 - E-mail
 - Internet telephone
- **Entertainment**
Internet also provides different types of entertainment. You can play games with someone from the other side of the world. Similarly, you can see movies, listen to music, and so on. You can also make new friends on the Internet.
- **Online Education**
Internet also provides the facility to get online education. Many websites of different universities provide different subjects or topics. You can also download these lectures or tutorials into your own computer and gain a lot of knowledge.
- **Online Results**
Today, most of the universities and education boards provide students' results on the Internet. The students can be in any part of a country or world and still have access.
- **Online Medical Advice**
Many websites are also available on the Internet to get information about different diseases. You can ask doctors to get advice about any medical problem.

Disadvantages

Although Internet has many advantages it also has some disadvantages. The main disadvantages are discussed below.

- *Viruses* A computer virus is an electronic bug that damages software programmes on a computer. Today the Internet is the most popular source of spreading viruses. Most of the viruses are transferred through e-mail or when information is downloaded on the Internet.
- *Security Problems* The valuable websites can be damaged by hackers and our valuable data can be deleted. Hackers refer to unauthorised persons.
- *Immorality* Some websites contain immoral or corrupt text, pictures and movies.
- *Filtration of Information* When a keyword is given to a search engine to search information of a specific topic, a large information is displayed. In this case, it becomes difficult to filter out the required information.
- *Accuracy of Information* A lot of information about a particular topic is stored on the websites. Some information may be incorrect, it becomes difficult to select the correct information. Sometimes you may be confused.
- *Wastage of time* A lot of time is wasted collecting information on Internet. Some people waste a lot of time on Internet at home and in the offices. Most of the people use Internet without any positive purpose.

Now read the summary.

**Summary**

You have come to the end of Lesson 18. In this lesson, you have learnt that:

- internet is an international computer net-work linking computers from all over the world.
- internet is used for many different purposes, such as personal use, business, research, education, and so on.
- introduction of internet has influences on our cultures
- internet allows computers to share information which travels very fast through wires and cables right around the world from one end to the other within seconds.
- internet has many advantages and disadvantages.

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE



Practice Exercise 18

1. What is Internet?

2. Explain briefly how Internet influences the spread of culture

3. List three advantages and disadvantages of using Internet.

4. Which group of people spend more time using the internet? Why?

5. What are the impacts of internet on culture?

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2
--

Lesson 19: Protecting Culture



In the last lesson you learnt about the usage of Internet and its effects on culture. In this lesson you will learn about how to protect your culture from outside influence.



Your Aims:

- define pure and mixed cultures
 - identify countries which have policies to protect their own cultures
 - identify advantages and disadvantages of not having exposure to other cultures
 - carry out interviews on keeping or changing one's cultures.
-

Pure and Mixed Cultures

Pure cultures are cultures that do not allow influence by foreign cultures. These cultures are entirely made up of native traditions and ways of life. Some countries adapt a pure culture policy.

However, there are some cultures that allow influence of other foreign cultures. These cultures are a mixture of foreign and native cultures. Many countries around the world have mixed cultures. Various ethnic groups live together creating a mixture of cultures. Ethnic refers to traditional, native or cultural.

Countries of homogenous culture

Here below are examples of some countries that had policies to protect their cultures from outside influence in the past mainly.

Japan

The early Japanese society, with its idea of having only one culture, rejected other ethnic minority group called the *Ainu*. The Japanese in the past kept itself isolated from outside influence for a long period of time. Foreigners including missionaries were not allowed entry into Japan. The 'Policy of Isolation' continued until 1853 when the United States sent Commodore Perry to visit Japan. From then onwards Japan opened its doors to trade with the US and eventually other countries.



Illustration 8.3.19a: Promoting Japanese Culture. A school child practising early stage of calligraphy, the art of beautiful handwriting.

Korea

South Korea is among the world's most ethnically **homogeneous** nation. Those who do not share such features are often rejected by the Korean society or face discrimination. Discrimination means judgement and refusal by others in the Korean society.

Homogenous means having one or the same culture throughout a country.



Illustration 8.3.19b: Traditional architectural designs of buildings in South Korea. The real evidence of its indigenous culture.



Illustration 8.3.19c: This Korean girl is pure in her own culture,

China

China also in the past isolated itself from outside influence until much later. The Chinese were not in touch with any other people who they thought to be even partly civilised. Their neighbours were the nomadic tribes of the Mongolian plains to the north. The Tibetans were on the west. The primitive forest tribes were in the south. The Chinese gradually absorbed all these cultures. Beyond these China knew nothing of the world. They were not in contact with any foreigners. This isolation occurred during the period when Chinese civilisation was forming. This has had a very important effect for the whole of the later history.

Chinese language and writing, art, poetry and religion came about and developed without any foreign influence. This development in isolation caused the Chinese to think of themselves as the only part of the world that was civilised.

Advantages and disadvantages of countries that are not exposed to other cultures.

Advantages

- preserve their indigenous/native cultures
- have less cultural conflicts and wars
- keep their own cultural identities
- maintain unity and peace
- strengthens cultural practices
- become civilised with their own culture

Disadvantages

- lack of knowledge of other cultures
- scholarship students find it hard to study abroad
- they may not be accepted by other cultures
- many will be still living in a primitive lifestyle

Here is a modern map of China.



Map Illustration 8.3.19d: China

Interview

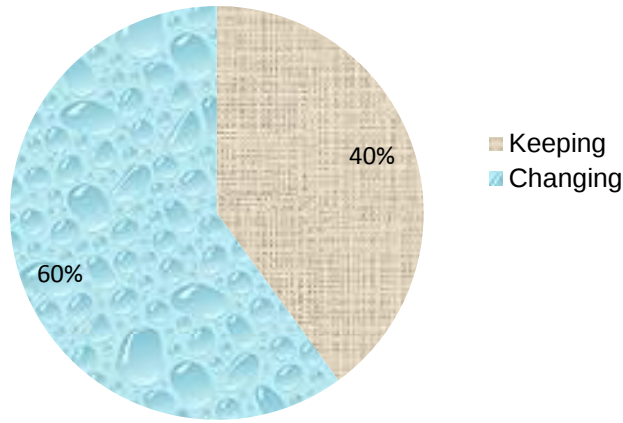
A total of 100 people from various ethnic groups in Papua New Guinea were interviewed. The table below shows the results of the Interview on keeping or changing culture.

Question: Do you want to keep or change your culture?

Keeping Culture	Changing Culture
Total= 40	Total= 60

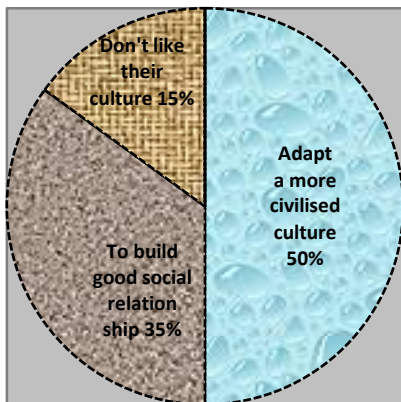
The pie chart below shows the percentage of total. Those people who wanted our Papua New Guinea culture to change by adapting new culture made up 60 percent. Those who had decided to keep our culture made up 40 percent.

KEEPING OR CHANGING CULTURE

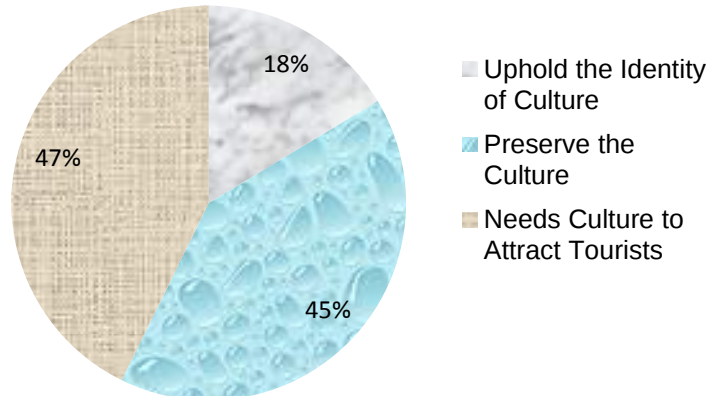


The pie charts below show the different reasons for keeping or changing culture.

PER CENT WANTING CHANGE OF CULTURE



PERCENT WANTING TO KEEP CULTURE



Analysing and Evaluating the Data Collected

I found that about fifty per cent of the people wanted to adapt to a more civilised society. About thirty-five percent wanted to build good relationships with other countries, while fifteen per cent did not like their traditional culture.

Forty seven per cent of those who wanted to keep culture expressed their opinions that cultures were important to the economy to attract tourists. Forty five per cent of the participants wanted to preserve their culture. Only eighteen per cent expressed that it is important to maintain our cultural identity.

Conclusion

In summary most of those people who participated opted to change their culture for civilisation through the influence of foreign cultures. Therefore, in the near future people would want to change their culture or adapt foreign cultures.

Now read the summary.

**Summary**

You have come to the end of Lesson 19. In this lesson, you have learnt that:

- pure-culture is a culture that is not mixed with other foreign cultures or influenced by them.
- Japan in the past had a policy of isolation that kept foreign influence from its shores until the arrival of Commodore Perry in 1853.
- Mix-culture is a culture that is mixed with other foreign cultures or influenced by them.
- countries that once had pure cultures were Japan, China, and Korea.
- pure and mixed cultures have both advantages and disadvantages.
- short interview carried out showed people wanted to change culture.

NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE



Practice Exercise 19

1. What is the difference between pure and mixed cultures? Name a country that like to keep a pure culture?

2. List three countries whereby governments have set policies to protect their cultures.

3. Write four advantages and disadvantages of pure cultures.

4. Write a paragraph and evaluate the views of people on keeping and changing cultures.

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2

Lesson 20: Contemporary Global Conflicts



In Lesson 19, you learnt about how to protect one's culture from outside influence. In this lesson you will learn about some contemporary global conflicts. This means present –day or existing conflicts happening in and around the world.



Your Aims:

- define world conflict
 - identify existing world conflicts
 - state reasons why these conflicts occur
 - describe the effects of these conflicts on cultures
 - suggest solutions as to how these conflicts can be resolved
-

What is World Conflict?

World conflict includes civil war, ethnic clash, terrorist attack, and civil protest by activists. These conflicts can be caused by opposition, discrimination and disagreement about something.

A conflict happens when there is a disagreement between groups of people towards an idea, policy, or culture. Conflicts can arise between two nations, or ethnic groups. Conflict affects both people and development.

Contemporary World Conflicts

A list of some conflicts that are or have happened around the world include:

- Israeli-Palestinian Conflict (Part of the Arab-Israeli Conflict)
 - It is a low-intensity Conflict between Israel and Gaza that started in the 20th century, that is, from 1900s and still continuing.
- War on terrorism between the United States and Al-Qaeda
- Civil war in Libya
- Indonesia and West Papua conflict
- Civil war in Kosovo
- Christians and Muslims clash in Nigeria

If you can think of a few more current world conflicts you can add to the list in your work book.

Now, study the following map on the West Bank and Gaza in Israel.



Map illustration 8.3.20a: Central Israel next to the West Bank and the Gaza Strip, 2007

You can see *right* a conference held in Oslo to mark the peace process of the Israeli-Palestinian Conflict.



Illustration 8.3.20b: Yitzhak Rabin, Bill Clinton, and Yasser Arafat during the Oslo Accords on 13 September 1993.

Causes

There causes of conflicts are:

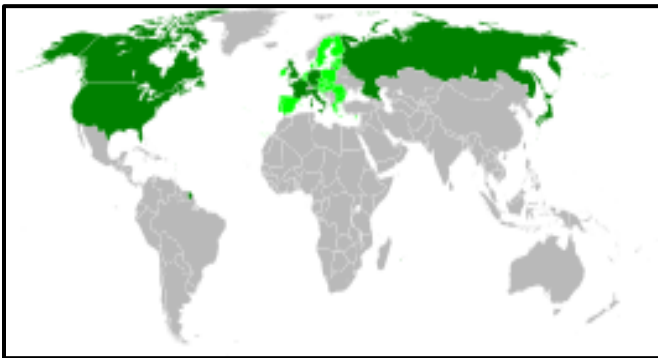
- Cultural differences in multicultural society
- Racial discrimination
- Government adapting certain policies that majority does not accept
- Cultural discriminations or influences
- Racial segregation, e.g., Apartheid in South Africa
- Introduction of certain products
- Fighting for Self-government, e.g. East Timor and West Papua
- Unfair distribution of services and development
- Corruption practices in the government
- Environmental pollutions
- Protesting against poor government policies

Example: Anti-global Protests Against Poor Government Policies

In July 2001 there were violent confrontations between the police and anti-global protestors at the G8 summit in Genoa. The G8 countries are the world's biggest capitalist economies and the most wealthiest. The protestors argued that the economic policies promoted by the G8 were damaging developing countries.

Protestors are people who oppose or go against decisions some people or governments make which the protestors think are not fair or good.

G8 GROUP OF COUNTRIES



The G8 group of countries include:

1. Canada
2. France
3. Germany
4. Italy
5. Japan
6. Russia
7. United Kingdom
8. United States of America

Effect on Cultures

The effects of World conflicts on culture

- people become refugees
- family life is destroyed
- adapting to new cultures

Conflicts can change cultures over time. Cultural aspects such as education, style of dressing, policies, ideas and communities change. It is mainly the trauma that people face the most. If victims had gone through the worst during civil wars it may take their whole remaining life to mentally accept and come to terms with what they had gone through or sometimes never at all. In developed countries where medical help is accessible it may be easy for an individual to be rehabilitated and 'heal' in time. Rehabilitation is therapy or recovery through professional health centres or Non-government organisations (NGOs).

However, in less developing countries such as Rwanda rehabilitation may have been difficult due to lack of basic health service and the impact of civil war itself.

Example of Civil War: Rwandan Genocide

The Tutsi and Hutu are two ethnic groups in Rwanda. The Rwandan genocide was a mass killing of the *Tutsis* by the *Hutus* that took place in 1994 in East African state of Rwanda. It was estimated about 500, 000 to 1, 000, 000 people or as much as 20 percent of the country's total population.

It was a result of longstanding ethnic competition and tensions between minority *Tutsi*, who had controlled power for hundreds of years and the majority *Hutu* people, who had come to power in the rebellion of 1959-62.



Illustration 8.3.20c: Rwandan Refugee camps in East Zaire (Africa) following the genocide, 1994

A genocide is killing of a large number of people.

A civil war is a war between organised groups within the same nation state. It often involves regular armed forces, that is continuous, organised and large scale. Civil wars may result in large numbers of casualties and the using of important resources such as guns, bombs and army of the country.

Pictures of civil wars around the world are shown below.



Illustration 8.3.20d-i: Aftermath of the Battle of Gettysburg, American Civil War, 1863



Remains of a T-62 tank after rebels enter Addis Ababa at the end of Ethiopian Civil War, 1991



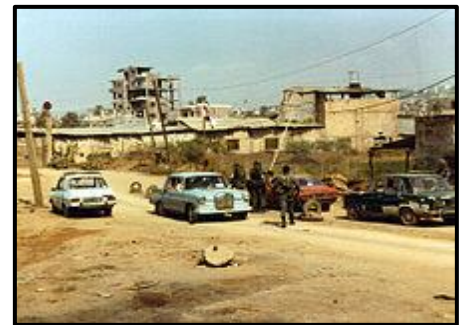
Armed Arab volunteers during the 1947-1948 civil war in the British Mandate of Palestine



An artillery school set up by the anti-communist "white people" during the Finnish Civil War, 1918



A plane, supported by smaller fighter planes, of Francisco Franco's Nationalists bombs Madrid during the Spanish Civil War (1836-1939)



A checkpoint manned by the Lebanese army and US Marines, 1982.

Ways to solve World Conflicts

Below are some possible ways to solve World Conflicts.

- Negotiation with both parties
- Establish laws to ban any negative activities that may cause conflicts
- Governments should make policies that are acceptable by every citizen despite their cultural background

Now read the summary.

**Summary**

You have come to the end of Lesson 20. In this lesson, you have learnt that:

- World Conflicts include civil war, ethnic clash, terrorist attack, and civil protest by activists.
- conflicts change cultural aspects such as communities, dressings, food, services and lifestyles.
- existing World Conflicts include Palestinian and Israeli conflict, and War on Terrorism.
- World Conflicts occur when decisions made are not right or unacceptable to the majority groups of people.
- conflicts can be resolved through peaceful talks or negotiations.

NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE



Practice Exercise 20

1. What is World Conflict?

2. Write five current World Conflicts.

3. List five causes of World Conflicts.

4. List and explain three effects of World Conflict on culture.

5. Write three ways World Conflicts can be solved peacefully?

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2
--

ANSWERS TO PRACTICE EXERCISES 13-20

Practice Exercise 13

1. International Participation refers to various activities that we as a people or nation are involved or take part in.
2. Examples of different ways a person can participate internationally are:
Sporting games, job opportunities, meetings, seminars, conferences, short courses, defence and police personnel sent overseas to train, and so on.
3. *Advantages*
 - the country will be internationally recognised
 - establishes long-lasting bilateral relationships*Disadvantages*
 - may expose incompetency at international standard
 - can be influenced by the foreign cultures
 - shows discrimination
4. There are many activities Papua New Guinea is involved in at the international level. However below are two examples of international trade.
 - (i) foreign aid from donor countries: Australia, Japan, China, Korea, New Zealand, and so on.
 - (ii) Trading, which is buying and selling of goods and services overseas
5. Through international participation people return home with new ideas, plans, and so on and spread these cultures in the form of:
 - modern dressing, lifestyle, religion
 - starting new business plans and projects

Practice Exercise 14

1. Religion refers to what people believe about God or gods and how they worship. Language refers to a dialect of words spoken.
- 2.

	Major Religions	Major Languages
1	Christianity	Mandarin Chinese
2	Islam	Hindi
3	Hinduism	Spanish
4	Buddhism	English
5	Judaism	Bengali

3. Ideas are spread mainly through language and religion.
4. Religion and language affect world culture if and when people adapt new religions and speak new languages.

Practice Exercise 15

1. Cultural wars are conflicts caused by different belief systems among different cultures. Cultural stereotypes are a very biased idea of a culture or a group of people.

2.

Cultural wars	Cultural Stereotypes
1. Conservative Christians/Liberal Christians	1. Papua New Guineans were cannibals.
2. Rural and urban American values in America (in the past)	2. Police officers in North America like to eat donuts and drink coffee.

3. Some of these effects are:

- continuous cultural conflicts
- cultural discriminations and segregations or separations
- erupting violence and civil wars
- making fun of a culture or cultural mockery

4.

- avoid biased (one-sided) judgements
- set laws to ban practices that cause culture wars
- address cultural issues in friendly ways

Practice Exercise 16

1. Multi-national companies are companies that operate in more than one country around the world. Multinational companies are different companies operating different businesses, for example, Coco Cola, Nike, Sanyo, Microsoft, and Rio Tinto.

2. *Advantages*

- attract people to adapt to new culture with their products
- expose people to new products that makes life comfortable
- provide people with access to technologies, for example, internet, mobile phones, email

Disadvantages

- people forget their own cultures
- many cannot afford expensive items
- may cause cultural conflict of certain unwanted products
- may manufacture and sell products that are of poor quality or counterfeit

3. People would depend on store bought goods because there is no garden to get food from. Also having paid jobs makes people lazy to do their traditional duties.

- People's work habits change from traditional to paid jobs
- More time is spent on paid jobs than on traditional activities such as fishing, hunting, gardening.

- Paid jobs and modern influence and development make us lazy and do not take time in cultural activities

4. *Good impact:*

Multinational companies bring development and job opportunities. Development can be in many forms such as basic services of roads, water supply, school, health centres, and stores.

Bad impact:

The natural environment is cleared for development. The birds and forest disappear. Land for gardening is cleared to build roads, schools and other basic services. The people no longer depend on their natural forest for food, firewood and other materials. The people depend on cash to buy food and services for survival.

Practice Exercise 17

1. Transportation means to carry or cause to go from one place to another especially over a distance by means of land, sea or air transport.

Communication means to pass on information from one person to another through talking, using signs, symbols, body language and modern technologies.

2. Modern transport and communication systems have influenced traditional cultures. In the past people walked and used canoes and rafts. Modern sea, land and air transport has made life easier for people in the villages and towns.

People in both towns and villages now have easy access in communicating long distances because of Digicel and Telikom mobile companies. The use of mobile phones, internet, email and TV have improved communication over long distance.

3. Below are examples of modern land, sea and air transport. (Any two of these answers are correct)

Transport Type	Example
Land	Car, bus, truck, bicycle, train
Sea	Ship, outboard motor, motorised canoe, dinghy, submarine, research underwater craft
Air	Aeroplane, helicopter, cable car, hot air balloon, rocket and spaceship

Note:

You will see that Papua New Guinea does not have most of these modern forms of sea, land and air transport in bold.

4. Below are traditional means of transport and communication.

Transport Type	Example
Land	Legs for walking, using animals
Sea	Raft, canoe, log
Air	birds
Communication Type	Example
Sound	Calling or shouting on hill tops, beating garamut, blowing conshells,
Sign language	Eyes and hand signals
Smoke	Smoke from fire

Practice Exercise 18

- The Internet is an international computer network linking computers from all over the world.
- As more people around the world have access to the internet, one idea or culture can be passed on very quickly, because different places around the world are linked with one internet system.
- Advantages*
 - Sharing Information
 - Collection of Information
 - News
 - Searching Jobs
 - Advertisement
 - Communication
 - Entertainment
 - Online Education
 - Online Results
 - Online Airlines and Railway/Train Schedules
 - Online Medical Advice

(Any three of these answers are correct)

Disadvantages

- Viruses
- Security Problems
- Immorality
- Filtration of Information
- Accuracy of Information
- Wastages of times
- English language problems

(Any three of these answers are correct)

4. The youth or young people spend more time on the internet particularly in the developed world.

5. *Impact of Internet on Cultures*

Since the introduction of Internet technology, many aspects of our cultures have changed very quickly. For example, working habits, dressing, business, education, attitudes, ideas, beliefs, and knowledge have changed. People are now adapting to a new modern way of life or culture.

Practice Exercise 19

1. -Pure cultures are cultures that do not allow any influences of foreign influence. These cultures are entirely made up of native traditions and ways of life.

-Mixed cultures allow influences of foreign cultures. These cultures are a mixture of foreign and native cultures. Many countries around the world have mixed cultures.

-Korea

2. China, Japan, and Korea

3. *Advantages*

- preserve their indigenous/native cultures
- have less cultural conflicts and wars
- keep their own cultural identities
- will maintain unity and peace
- strengthens cultural practices
- become civilised with their own culture

(Any four of these answers are correct)

Disadvantages

- lack of knowledge of other cultures
- scholarship students find it hard to study abroad
- they may not be accepted by other cultures
- many will be still living in a primitive lifestyle

(Any four of these answers are correct)

4. About fifty per cent of the people wanted to adapt to a more civilised society. About thirty-five percent wanted to build good relationships with other countries, while fifteen per cent did not like their traditional culture.

Forty seven per cent of those who wanted to keep culture expressed their opinions that cultures were important to the economy to attract tourists. Forty five per cent of the participants wanted to preserve their culture. Only eighteen per cent expressed that it is important to maintain cultural identity.

Generally, those who have been interviewed wanted their cultures to change and only a few or minority wanted to keep their own cultures.

Practice Exercise 20

1. World conflicts include civil war, ethnic clash, terrorist attack, and civil protest by activists which are caused by opposition, discrimination and disagreement.
2. Examples of current world conflicts are:
 - Israeli-Palestinian Conflict (Part of the Arab-Israeli Conflict)
 - War on terrorism between the United States and Al-Qaeda
 - Civil war in Libya
 - Indonesia and West Papua conflict
 - Civil war in Kosovo
3. Causes of conflicts are or maybe:
 - cultural differences in multicultural society
 - racial discrimination
 - government adapting certain policies that majority does not accept
 - cultural discriminations or influences
 - racial segregation, e.g., Apartheid in South Africa
 - introduction of certain products
 - fighting for Self-government, e.g. East Timor and West Papua in Indonesia
 - unfair distribution of services and development
 - corruption practices in the government
 - environmental pollutions
 - protesting against poor government policies (Any five of these answers are correct)
4. Effects of World conflict on culture:
 - People become refugees; People flee their homeland becoming refugees and leaving in another country
 - Family life is destroyed; Family life is destroyed sometimes family is divided
 - Adapting to new cultures; Everyone adapts to new culture if they become refugees; or if their homes and lives are completely destroyed.
5. Ways World conflicts can be solved peacefully:
 - Negotiation with both parties
 - Establish laws to ban any negative activities that may cause conflicts
 - Governments should make policies that are acceptable by every citizen despite their cultural background.

SUB-STRAND 3: PARTICIPATION IN INTERNATIONAL CULTURE

In This Sub-strand, You Will Learn About:

- **Unchanging Cultures of PNG**
- **Case Study: Interaction of Cultures**
- **Fictitious Culture**

Strand 3: Culture

Theme: Cultural Expression

Substrand 3: Participation in International Culture

Learning Outcome: 8.3.3 Participate in international culture

Indicators: Students will be achieving this outcome when they:

- discuss particular aspects of cultures of Papua New Guinea or other parts of the world that may continue to remain unchanged
- identify a range of situations where one culture makes contact with another culture
- invent a fictitious culture describing it in terms of the various elements of culture including its location or environment or land or example island or coastal or highlands
- identify some of the ways in which culture is destroyed and protected

Sub-strand 3 has three lessons. The theme for this Sub-strand Participation in International Culture is about the unchanging traditional cultures in Papua New Guinea and other parts of the world.

There is a Case Study on Fiji and Singapore's cultural interaction of different aspects within these individual societies. It is basically about the different cultural aspects of Fiji and Singapore and how these aspects combine and interact with one another resulting in culture.

The last part of this Sub-strand outlines a format for writing a fictitious culture. Students have to come up with their own made up cultures.

Lesson 21: Unchanging Culture of Papua New Guinea



In the last lesson, you learnt about contemporary global conflicts such as the Palestinian-Israeli Conflict. In this lesson you will learn about the unchanging culture of Papua New Guinea.



Your Aims:

- identify aspects of PNG culture
- discuss the aspects of PNG culture that may continue to remain unchanged
- identify the reasons for the cultures to remain unchanged
- identify any aspects of PNG cultures that should change

What is culture?

The way a particular group of people live at a particular time is called culture. Culture includes ceremonies of the people of a society, what they believe in, their language, stories, songs, dances, customs and laws, their craft, art, food and way of transport.

In Papua New Guinea cultures are still strong and an important part of the way of life in the rural villages. Our culture is unique and diverse, and it is our identity as a people. Language is an important part of culture and Papua New Guinea is famous for having so many different languages. There are about 860 languages altogether. Our traditional Papua New Guinea culture is still strong in this modern times. However, our culture changes as modern ideas and beliefs become part of our lives. Our culture today has some parts that are traditional and some parts that are modern.

See the diagram below showing parts of culture.

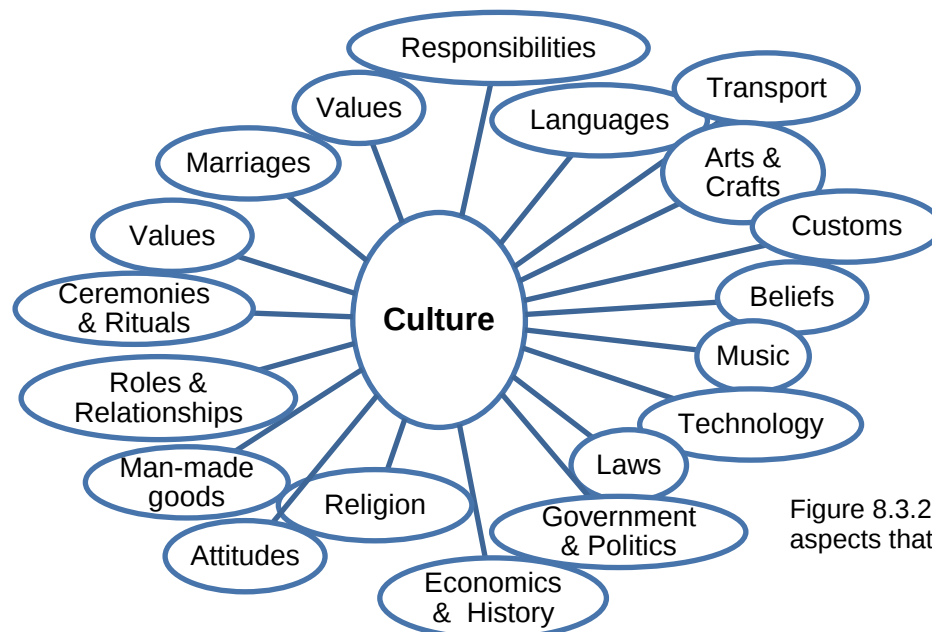


Figure 8.3.20a: The different aspects that make up culture.

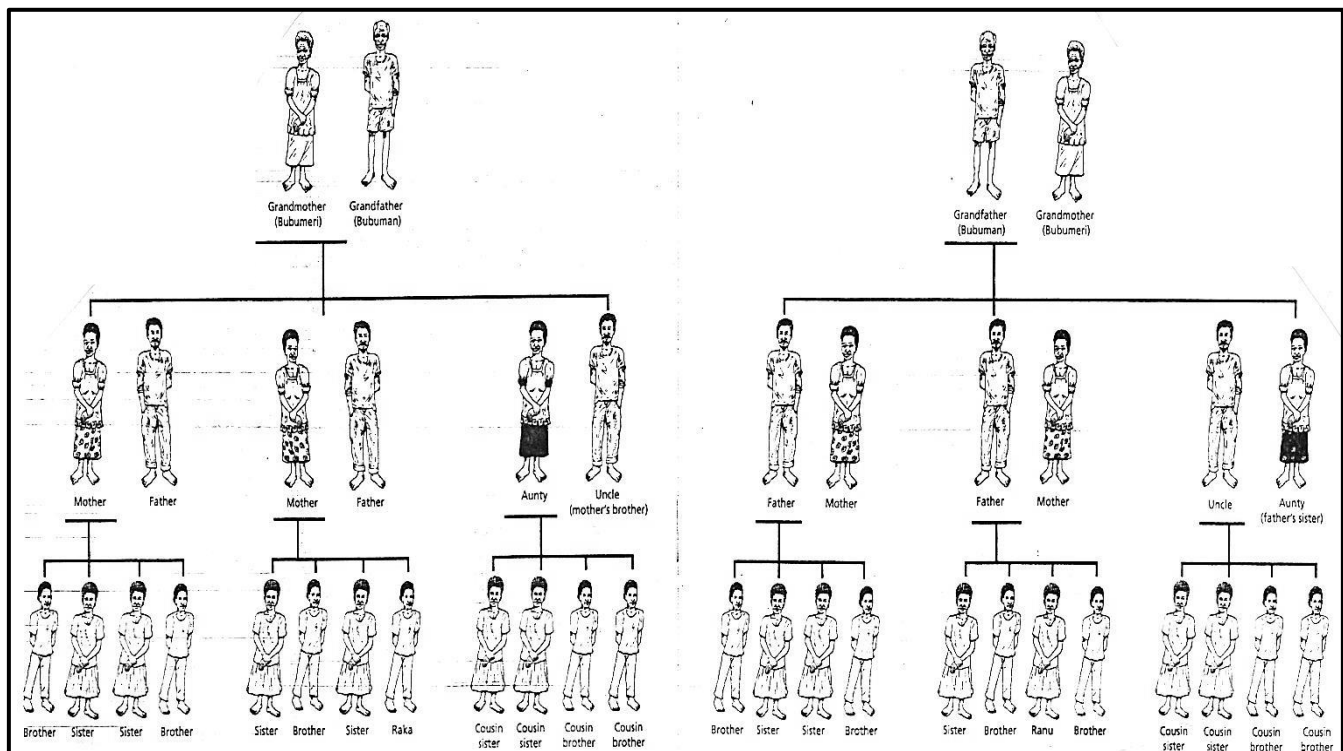
Aspects of the Papua New Guinea culture

- Traditional and Kinship society
- Modern day culture
- The Wantok system

A society is a group of people who share the same culture. Societies in Papua New Guinea are based on kinship. This means that a person's kin or family is very important. A kin is a descendant from a common ancestor. There are many beliefs about kinship. However, the extended family and the clan are always important. Here are some ideas about kinship societies.

- In kinship society, a single person is as important as the clan.
- Each kinship society thinks they are very important. Often there are stories about the courage of their ancestors.
- The kinship group is very closely linked to the land. Land and other property are passed down from a parent to a child in a family. Matrilineal societies found in PNG include: Autonomous Region of Bougainville (ARB), East New Britain Province, and some parts of East Sepik Province.
- Marriage brings kinship group together. Families are involved in new and important relationships.
- People in kinship societies know that exchange and payback are very important. These two things are very necessary for good community relationships.
- There are some differences though for example, in some societies a child belongs to his mother's brother's kinship group rather than his father's kinship group.

Study the diagram below showing a matrilineal and patrilineal society in Papua New Guinea.



A matrilineal family tree

A patrilineal family tree

Figure 8.3.20b: An example of the Patrilineal and Matrilineal society.

Traditional leadership

Men are the important people, except for some matrilineal societies (where land rights are inherited through the mother). Other men are respected because of their knowledge and what they have learnt in life. The older men make many decisions for the society they live in. They look after the traditions and initiate the younger man into the society.

In traditional societies, the men do not live with the women and children. This is where the men carry out rituals, give education, tell stories and discuss and plan what is best for the traditional way of life.

See *below* a traditional men's house along the Sepik River.



Illustration 8.3.20c: A Haus Tambaran in a village along the Sepik River. The Haus Tambaran is a traditional men's house.

Traditional roles

In the past, men usually had the role of a warrior, hunter, protector and planner. In gardening they had special roles to play, such as fence-building. Women's role was to do garden work, take care of animals, cook food, and look after small children and to fish with the men.

In some Papua New Guinea societies, men and women had special roles. There were men and women who look after the rituals and beliefs; people skilled with medicine, sorcerers and craftsperson, such as potters, makers of headdresses and stone axes.

Traditional technology

The traditional technology used in the past is very important today. Technology can be large things such as living-in houses, garden houses, or men's houses, yam houses, small and large sea-going canoes, bridges and drainage or irrigation systems.

Technology can also mean the small things in everyday life such as stone tools used for gardening and preparing food.

Traditional beliefs, values, and rituals

The following extract is taken from the *Grade 7 Social Science Outcomes Based Edition*:

One common belief that is found in Papua New Guinea societies is the importance of our ancestors. All societies believe that the death would be respected. There are different rituals and special places for the dead, such as placing bones in caves, drying bodies or painting bodies with clay.

Men and women cannot have a good life unless they have the right kind of relationships. That also means relationships with the spirits.

Papua New Guinea societies celebrate life with rituals, dances, songs and drama. An example is a large feast in the highlands. The feast would be to strengthen relationships. Often ritual are to make sure that the relationships with ancestors are good. Sorcerers are important. They try to bring about death and make problems. Death comes from a cause in the society. Often sorcery is used to explain why there was a death. There is also good magic, for example, to bring rain to the garden and solve problem.

(Baing, 2005)

Modern-day culture

After the 1950s there was a change in Papua New Guinean society. There are two types of lifestyle now which are both practiced. Many people still provide for themselves by growing cash crop and buy a lot of food in the store or market. Others get paid money as wages for working for someone else or for running their own businesses. Many people leave their homes to find a job or get an education in the towns. They meet people from very different cultures. Sometimes it is negative, and sometimes positive.

There are ethnic clashes which happen in the cities when two cultures fight. Education has taught people that there are many different ways of looking at the world. A positive effect is to accept the differences. A negative effect is to make a person feel strongly about his or her own society and how it is better than other societies.

Many people in Papua New Guinea mix traditional and modern-day culture. For example, in some villages, both clay pots and modern steel pots are used for cooking. A very few places in very remote, mountainous areas of Papua New Guinea are still practicing a traditional way of life. Such places are located in the rainforest jungles where there are no access by roads.

The Wantok system

Looking after others is a very important part of our customs and traditions. The wantok system means relatives can get support from others in urban towns and cities. In a village, the wantok system helps to support the rural way of life. The family or clan members have to support each other in times of need.

The wantok system has a number of important uses related to kinship. Rural people also get help from urban wantoks. Money is often sent to the village to help with school fees, business activities, copra dryers, running a PMV or operating a trade store.

Sometimes urban wantoks cannot provide a place to live for their rural wantoks. The houses they live in belong to companies that won't allow extra people to live in. It is hard to provide for a lot of people in the town. It cost a lot of money to buy food from the store. Many urban dwellers find it hard to look after their close family. They cannot help a wantok as much as in the past.

What aspects of PNG culture may continue to remain unchanged?

It has been seen and practiced now that traditional culture, modern-day culture and the wantok system will still continue to remain unchanged. Many societies in Papua New Guinea and other neighbouring countries will continue to hold onto these cultures.

What are some reasons for the culture to remain unchanged?*Traditional culture*

Our cultures and traditions help us develop and mould our attitudes and characters to be productive, useful citizens living satisfactory lives. Many of us reject immoral living and corruption, laziness, and conning. Our wealth, power and glory are known in our culture and traditional way of life.

Modern-day culture

Although many people now live an urban way of life in towns and cities, they are still proud of their culture. They live in the town, but most think that life in the village is better. The urban dwellers make trips back to the village when they can. This helps them keep up with their social and cultural ties and traditions. It helps to make sure that their children learn about cultural values and practices as well.

The Wantok system

When rural people move to urban areas, the urban wantoks feel they have a duty to support them. These days more and more people are able to move around the country and they must have somewhere to stay so they go to get help from a or their wantok.

The wantok system of our Papua New Guinea culture should change. When looking at the urban dwellers it is an expensive exercise and a real burden to those who have formal employment either in the government or private sectors. Wantoks who are unemployed should really think about returning to the villages and become productive in their own little ways.

Now read the summary.

**Summary**

You have come to the end of Lesson 21. In this lesson, you have learnt that:

- culture is a way of life of a particular group of people who live at a particular time.
- aspects of Papua New Guinea culture are traditional culture, modern-day culture and the Wantok system.
- language is an important part of Papua New Guinea culture of which there are about 860 different languages.
- kinship society means that a person's kin or family is very important.
- Papua New Guinea cultures have Matrilineal and Patrilineal societies.
- a matrilineal society practices passing land rights through the mother's family.
- a patrilineal society practices passing land rights through the father's family.
- the wantok system is a very important part of our Papua New Guinea culture.
- even though many Papua New Guineans are living an urban way of life they are still very proud of their Papua New Guinea culture and heritage.
- our cultures and traditions give us an identity as a unique and diverse group of people.

NOW DO PRACTICE EXERCISE 21 ON THE NEXT PAGE



Practice Exercise 21

1. Explain briefly why Papua New Guinea culture is very important.

2. Identify and explain the two types of lifestyle practiced by Papua New Guineans in the modern-day culture.

3. Discuss and list two advantages and disadvantages of the Wantok system practiced in Papua New Guinea.

4. Identify some provinces in Papua New Guinea where matrilineal culture is practiced.

5. How is kinship relationships important in Papua New Guinea culture?

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 3
--

Lesson 22: Case Study: Interaction of Cultures



In Lesson 21, you learnt about unchanging cultures of Papua New Guinea. In this lesson you will study the cultures of Fiji and Singapore. This is a Case Study on the interaction of Fiji and Singapore cultures.

**Your Aims:**

- define cultural interaction (acculturation)
 - identify cultural interaction that exist within Fiji and Singapore
 - identify the advantages and disadvantages of interactions of cultures in these countries
-



Hello! Have you been to a new place where you do not even know their language or even their customs? What were your reactions like? How did you feel? Remember you cannot deny your feelings because you were already there, now describe your approaches. What did you do?

Day to day people move around from one place to another and they meet up with different people of different cultures. They communicate with new people they meet and learn new things and try to adapt these ways. Make a list of five different ways or things you have learnt on your first visit to a new place.

Here are my own examples. Style of house or building, greeting, environment and landscape, physical built of the people and type of food eaten. Now, can you add a few more in your work book?

1. _____
2. _____
3. _____

Define 'cultural interactions'

Cultural interaction is the relationship of different parts of a culture. When living together in one society, misunderstandings, biasness, and judgements are expected, but fair evaluations, relationship and learning experiences are also possible.

Cultural interaction that exist within Fiji and Singapore

Fijian culture

The indigenous culture is an active and living part of everyday life for the majority of the population. It has grown with the introduction of old cultures including Indian, Chinese and European cultures and others from the Pacific particularly the Tongan and Rotuman cultures. The culture of Fiji including its language has created a unique national identity.

Tradition and hierarchy

Fijian indigenous society is very communal, with great importance placed on family unit, the village and the land. Communal means everything is shared. For example, the land is shared or owned by everyone in the family. Chiefly positions are hereditary. Hereditary means the position of a chief is passed on from father to son or daughter or kinsman or woman. This reflects Polynesian influence, in most other Melanesian societies, chiefs are appointed on merit. The houses of Chiefs were of similar design and would be set higher up on a hill than common peoples' houses but with the same type of roof. See the sketch and picture below showing *bure kalou* in Fiji.

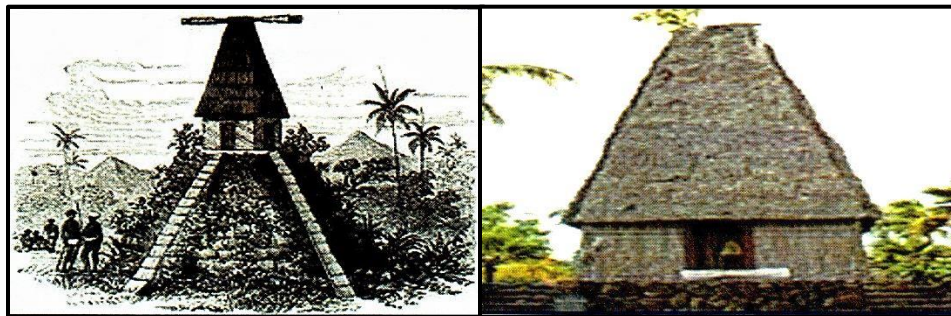


Illustration 8.3.22a: A bure kalou, a sketch done in the early 1800s.

A bure kalou, a pre-Christian Fijian religious Building

Traditions and Ceremonies

The native Fijian ceremonies are quite difficult depending on the different roles of people. Firstly, there must be respect between two groups to strengthen tribal and family ties. There are various items used in the ceremonies such as the popular *Kava*, known in Fiji as *yaqona*. It is Fiji's normal drink. Traditionally, it was used only in important ceremonies.

Religion

There are other religions practiced in Fiji however, Christianity is the main faith. Many Christian denominations are present in Fiji, the most widespread being Methodist. Of the other Asian religions the Hindu faith is largest, followed by Islam. There are other belief systems observed by Fijians as well.

The impact of Christianity

Before the arrival of Christian missionaries in Fiji, human sacrifice was practiced. Men were buried alive to hold the pillars to the house of a chief. Cannibalism was practiced too, the bodies of enemies slain in battle, or in sacrifice, were piled up and cooked for festivals, such as the announcing of chiefs or the launching of a great canoe.

Fiji's old religion is no longer practiced by the people who have become Christians. Old gods are still acknowledged and respected, but not worshipped. Fijian rituals still exist in private.

Language

The official language is English while the national native language is *Bauan* which is only one of the many dialects that exist in Fiji. Each of the fourteen provinces more or less have their own dialect.

Other languages spoken in the country are Fiji Hindi, Cantonese, Rotuman, Gilbertese (Rabi Island), and Tuvaluan (Kioa Island).

There are many dialects within the Fijian languages. Being exposed to other languages spoken had contributed to many Fijians speaking two languages.

For general communication in an informal environment Fiji English is used. In formal settings, correct use of English is used. Fiji English is made up of parts of Fijian, English and Hindi, which reflects the history and identity of the people of Fiji.

Singapore Culture

Singapore is a multicultural society where people live peacefully and interaction among different races is obvious. The immigrants of the past have created a mixed culture of Malay, Chinese, Indian, and European influences.

The Singaporeans think of themselves as Singaporeans, regardless of race or culture.

Each racial group has its own different religion. There are colourful festivals of special meaning all year round. Although the festivals are special to certain races, it is however enjoyed by all.

Food

In Singapore, food is also readily and widely available. There are lots of cuisines or cooking to offer. There are Chinese, Indian, Malay, Indonesian, Western, Italian, Spanish, French and Thai.

It is very common to enjoy other culture's food, some of the foods can be very interesting. Indian food is quite spicy. Chinese food is less spicy. The Chinese enjoy seafood. Malay cooking uses coconut milk as their main ingredient that makes their food very tasty and delicious.

Religion

Most Singaporeans celebrate the major festivals linked with their own religions. The Chinese are mainly followers of Buddhism and Taoism. There are also those who do not belong to any religion and are called 'Freethinkers'. Malays are mainly Muslims and Indians are Hindus. There are a large number of Muslims in the Indian population.

Religion is still a basic part of modern Singapore. Many of its ancient buildings are religious temples, modern churches, and mosques.

Language

The four official languages of Singapore are Mandarin, Malay, Tamil and English. English is the most common language used and unites the different ethnic groups. Children are

taught in English at school but also learn their mother tongue to make sure they do not forget their traditions.

Expatriates and foreigners may encounter language problems in the beginning of their stay in Singapore as many Singaporeans use *Singlish* to communicate. Singlish is a mixture of English with other languages and sometimes phrases can end with funny terms like 'lah', 'leh', mah'.

Singapore English has its origins in the schools during colonial times. In the 1800s (19th century) very few children went to school, and even fewer were educated in English. The people who spoke English and sent their children to English medium schools were mainly Europeans. Singapore English grew out of the English of the playground of these children who were learning English at school. Since Singapore became an independent Republic in 1965, the use of English has increased still further.

Nearly everyone in Singapore speaks more than one language, with many people speaking three or four. Most children grow up speaking two languages from the start and learn more languages as they grow up. The different Malay and Chinese has influenced the English of Singapore. The kind of English that is used informally, is called Singlish. Singlish is an identity for many Singaporeans.

Advantages and Disadvantages

Advantages

- learn another new culture
- Broadmindedness, people accept others views and cultures
- A variety of cultures blended into one culture giving people a variety to choose from

Disadvantages

- dislike towards others' cultures, possibility of cultural war
- children growing up not knowing their original culture
- influence of foreign cultures, possible loss of original culture

Now read the summary.

**Summary**

You have come to the end of Lesson 22. In this lesson, you have learnt that:

- culture is a way of life of a particular group of people.
- cultural interaction is the relationship of the different parts of a culture.
- the native Fijian ceremonies are difficult depending on the different roles of people.
- the impact of Christianity in the 1800s resulted in certain traditions being banned.
- Singapore is a modern society, where people live peacefully and interaction among different races is obvious.
- food is readily and widely available with a variety of cuisines to choose from.
- the main religions practised in Singapore are Christianity, Hinduism, Buddhism and Islam.
- the four official languages of Singapore are Mandarin, Malay, Tamil and English.
- English is the most common language used.
- English is the language which unites the different ethnic groups.
- there are many advantages and disadvantages of cultural interaction.

NOW DO PRACTICE EXERCISE 22 ON THE NEXT PAGE



Practice Exercise 22

Read the lesson notes above and answer questions.

1. Define: culture, interaction and cultural interaction.

Culture

Interaction

Cultural interaction

2. What are the main religions in Fiji and Singapore?

3. Write three advantages and disadvantages of cultural interaction in Fiji and Singapore.

Advantages

Disadvantages

4. What type of English is used informally in Singapore? Explain its origin.

5. What are the main languages of Fiji and Singapore?

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 3
--

LESSON 23: Fictitious Culture



In Lesson 22, you learnt about cultural interactions of Fiji and Singapore. It is a Case Study of two different cultures that exists and the relationships of the different parts of these cultures that interact together. In this lesson you will create a fictitious culture of your own.



Your Aims:

- define fictitious culture
- imagine and create a fictitious culture including its elements of culture

Hello! Have you wondered what fictitious culture is all about? Kids work cooperatively to create their own culture—where in the world and when in history it will be, as well as its government, food, holidays, currency, and clothing. They write the national anthem, design the flag, invent myths, and more. It is ideal to enrich the study of ancient cultures such as the Native American cultures, or other cultures of the world.

What is fictitious culture?

Fictitious means not true, not real, made-up or false.

Fictitious culture is a created culture recognised through activities that combine to make up a culture.

In this last lesson of Strand 3 you will do a project. You are required to think and create your own new culture!

Imagine and Create a Fictitious Culture

Create a Culture offers an exciting display of activities that will engage students in all the elements that combine to make up a culture. The main aim is to increase students' understanding of what makes cultures unique, as well as to help them see and appreciate the similarities and differences that exist among cultures. By designing a fictitious culture and deciding its history, students will learn how cultures develop, change, and grow.

However, if you are on your own you can work on your own then. The project can be completed in four to six weeks, depending on how you use your time and how many activities you assign.

Create a Culture is divided into four sections:

- **Making decisions**
 - Decide what you are going to include in the plan of your fictitious culture.

1. Collect the materials needed such as pencil, eraser, glue, scissors, coloured pencils/markers, and 1 coloured paper to write project, and who you are going to ask for ideas to write your project.
2. Divide your project into 3 parts: Introduction, Body, and Conclusion.

- **Creating the culture**

A. Outline:

- Introduction: What is the name of your country? What is the geographical location? What is the type of government?

Main body: Discuss types of religion, food, house, transport, marriage/death/birth rituals, practiced. Are there any more important cultural practices?

- Conclusion: Think of some good and bad impacts of other cultures on your newly created culture.

For example: modern clothes worn, children learning in the classrooms, modern medicine to cure illnesses, school children speaking using modern English language, and disrespect towards village elders.

There are many examples you can think of and state in the conclusion.

B. Project ideas

- You could collect pictures of places or houses for example and paste in your culture project.
- You could write your project using large coloured papers and hang or paste on the wall when completed.
- You could use colours to decorate the pictures. You could also draw traditional housing using pencil then colour it.

C. Concluding activities

Write a summary of the main points of your newly created culture.

Whatever you decide, you should try to use a variety of project ideas so that the final cultural displays are more interesting. Try to create project that brings out your talent as well as expand your skills.

If you have a friend(s) living nearby and doing the same course as you discuss with him/her or them and do the project together.

You can get all your clues from the lessons of this Strand but come up with a new culture that is purely fiction.

Now read the summary.



Summary

You have come to the end of Lesson 23. In this lesson, you have learnt that:

- fictitious means not true, not real, made-up or false.
- fictitious culture is a created culture recognised through activities in all elements that combine to make up a culture.
- *Create a Culture* offers an exciting display of activities that will engage students in all the elements that combine to make up a culture.
- the main aim of *Create a Culture* is to increase students' understanding of what makes cultures unique, as well as to help them see and appreciate the similarities and differences that exist among cultures.
- through designing a fictitious culture and deciding its history, students will learn how cultures develop, change, and grow.

NOW DO PRACTICE EXERCISE 23 ON THE NEXT PAGE



Practice Exercise 23

1. What is fiction?

2. What is fictitious culture?

3. What does *Create a Culture* offers in terms of creating a fictitious culture?

4. In creating a fictitious culture, what is the outline you can use?

5. What are some ideas you could use in your Project?

CHECK YOUR ANSWERS AT THE END OF THE SUB-STRAND 3

ANSWERS TO PRACTICE EXERCISES 21-23

Practice Exercise 21

1. Papua New Guinean culture is part of our way of life in the past in our rural areas/villages. Our culture is unique and diverse, and it is our identity as a people. PNG is famous for having about 860 languages.
2. One type of lifestyle practiced is that people provide for themselves by growing cash crop and buying food from the store and market. The second type of lifestyle is that people work to earn wages or run their own businesses.
3. *Advantages*
 - (a) Rural people get help or money from urban wantoks
 - (b) Village people provide additional garden foods for wantoks in town*Disadvantages*
 - (a) It is expensive to look after a lot of people in an urban area or town/city
 - (b) If the house in urban area belongs to a company then extended family or wantoks are not allowed to live there.
 - (c) Wantoks become dependent on others
4. Matrilineal societies found in PNG include: Autonomous Region of Bougainville (ARB), East New Britain Province, and some parts of East Sepik Province.
5. Societies in Papua New Guinea are based on kinship. This means that a person's kin or family is very important. A kin is a descendant from a common ancestor. The extended family and the clan are always important.

Practice Exercise 22

- a. Culture is a way of life of a particular group of people.
Interaction means acting together.
Cultural interaction is the relationship of the different parts of a culture.
2. Main religions in Fiji: Christianity, Hinduism and Islam
Main religions in Singapore: Islam, Buddhism, Christianity, and Taoism.
6. Advantages and Disadvantages of cultural interactions in Fiji and Singapore.
Advantages
 - Learn another new culture
 - People accept others views and cultures
 - blending of cultures into one culture giving people a variety to choose from

Disadvantages

- Dislike towards others' cultures possibility of cultural wars
- Children growing up not knowing their original culture
- Influence of foreign cultures possible loss of original culture

4. The type of informal English spoken in Singapore is called *Singlish*.

Singlish is a mixture of English with other languages. Singapore English has its origins in the schools of colonial Singapore. The people who spoke English and sent their children to English medium schools were mainly Europeans. Singapore English grew out of the English of these children who were learning English at school.

5. Main languages of Fiji: English mainly and native languages. Other languages spoken in the country are Fiji Hindi, Cantonese, Rotuman, Gilbertese, and Tuvaluan.

Main languages of Singapore: The four official languages of Singapore are Mandarin, Malay, Tamil and English.

Practice Exercise 23

1. Fiction means not true, not real, made-up or false.
2. Fictitious culture is a created culture recognised through activities that combine to make up a culture.
3. *Create a Culture* offers an exciting display of activities that will engage students in all the elements that combine to make up a culture. The main aim is to increase students' understanding of what makes cultures unique, as well as to help them see and appreciate the similarities and differences that exist among cultures. By designing a fictitious culture and deciding its history, students will learn how cultures develop, change, and grow.
4. The outline you can use is the Introduction, Main Body/Content, Summary/Conclusion.
5. Here are some ideas you could use in your Project:
 - Create and write about a fictitious culture outlining the elements of culture such as geographical location, environment, religions, traditions, beliefs etc.
 - Project ideas
 - You could collect pictures of places or houses for example and paste in your culture project.
 - You could write your project using large coloured papers and hang or paste on the wall when completed.
 - You could use colours to decorate the pictures. You could also draw traditional housing using pencil then colour it.

END OF STRAND 3

GLOSSARY

Circumcision	Cutting of the male foreskin
Conservative	believing in the value of established and traditional practices in politics and society
Controversy	strong disagreement about something among a large group of people
Discrimination	the practice of unfairly treating a person or group of people differently from other people or groups of people
Duo	two people who perform together, are usually seen together, or are associated with each other; a piece of music that is performed by two musicians
High (culture)	refers to cultural work, mainly in the arts, held in the highest honor.
Immigrant	a person who comes to a country to live there
Liberal	believing that government should be active in supporting social and political change
Low (culture)	of the less well-educated, or the masses.
Mainstream	a prevailing current or direction of activity or influence
Migrant	a person who goes from one place to another especially to find work
Minority	the group that is the smaller part of a larger group
Terra nullius	is a Latin expression which meaning "nobody's land", which is used to describe territory which does not belong to any state or government.

References

Ammer, C., (1997) *The American Heritage Dictionary of Idioms*, Houghton Mifflin

Baing, S., *Outcomes Edition for Papua New Guinea Social Science Grade 8 Student Book*, Sydney: Pearson Education Australia, Longman

Ranck, S., (2007) *Outcomes Edition for Papua New Guinea Social Science Grade 8 Student Book*, South Australia: Oxford

Tambala, A., (2007) *Outcomes Edition for Papua New Guinea Culture in Papua New Guinea Grades 6-8 Student Book*, Australia: Oxford

Internet sources

www.careaustralia.org.au

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

<http://www.buzzle.com/articles/what-are-the-elements-of-culture.html>

www.african-tribes.org/african-culture.html

www.mapsofworld.com/south-america/culture/

https://en.wikipedia.org/wiki/New_World

https://en.wikipedia.org/wiki/Culture_of/Asia

https://en.wikipedia.org/wiki/File:Pacific_Culture_Areas.jpg

https://en.honolulumagazine.com/Honolulu_Magazine/

<https://en.wikipedia.org/wiki/Polynesia>

https://www.ehow.com/about_5417917_hawaiian_polynesian_culture.html

https://en.wikipedia.org/wiki/Civil_war

