

Student ID# or name or alias _____

INSTRUCTIONS: This is a **knowledge survey** rather than a “test.” Please respond by indicating how confident you are that you can do each item. Select **3** if you are fully able to respond to the item; select **2** if you are able to partially respond; select **1** if you are not able to respond to the item.

Primate Sexuality

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|---|---|---|---|
| 1. <i>Estrus signals</i> in most mammals appeal to which of the five senses? | 3 | 2 | 1 |
| 2. What happens during <i>ovulation</i> ? | 3 | 2 | 1 |
| 3. Compare and contrast bonobos and other non-human primates in terms of sexual behaviors and reproduction. | 3 | 2 | 1 |
| 4. Contrast the <i>estrus cycle</i> and the <i>menstrual cycle</i> . | 3 | 2 | 1 |
| 5. Compare <i>sexual dimorphism</i> in humans and non-human primates. | 3 | 2 | 1 |
| 6. Explain the role <i>pheromones</i> play in primate sexuality. | 3 | 2 | 1 |
| 7. Describe some of the variety in <i>social organization</i> found among primates. | 3 | 2 | 1 |
| 8. Explain how <i>sex</i> differs from <i>gender</i> in anthropology. | 3 | 2 | 1 |
| 9. Describe <i>hijras</i> and the role(s) they play in Indian society. | 3 | 2 | 1 |
| 10. Describe three of the various forms of <i>marriage</i> among humans. | 3 | 2 | 1 |
| 11. Give one example each of an <i>exogamous</i> and <i>endogamous</i> marital pattern. | 3 | 2 | 1 |
| 12. Describe three forms of <i>family organization</i> among humans. | 3 | 2 | 1 |
| 13. Explain how the <i>incest taboo</i> can be said to be universal. | 3 | 2 | 1 |
| 14. In what ways is <i>sexual orientation</i> culturally constructed? | 3 | 2 | 1 |

Human Variation: Diversity and Race

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| 15. Contrast a <i>semispecies</i> and a <i>subspecies</i> . | 3 | 2 | 1 |
| 16. Explain why any biological generalizations about American whites and blacks (or Asians or Native Americans...) are invalid. | 3 | 2 | 1 |
| 17. Describe the distribution of <i>phenotypic variation in skin color</i> around the world. | 3 | 2 | 1 |
| 18. Explain the biological cause of darker and lighter skin. | 3 | 2 | 1 |
| 19. Explain what a cline is. | 3 | 2 | 1 |
| 20. Describe an example of a cline. | 3 | 2 | 1 |
| 21. Explain how light skin is hypothesized to be evolutionarily adaptive. | 3 | 2 | 1 |
| 22. Explain why the human species cannot be divided into <i>subspecies</i> (biological races). | 3 | 2 | 1 |
| 23. Defend the notion that <i>race</i> is a <i>folk taxonomy</i> . | 3 | 2 | 1 |
| 24. List the genetic variations found only among all members of one ethnic group or race. | 3 | 2 | 1 |

Subsistence: Getting Food

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| 25. Describe the subsistence activities of foragers and provide 2 cultural examples. | 3 | 2 | 1 |
| 26. Describe the subsistence activities of horticulturalists and provide 2 cultural examples. | 3 | 2 | 1 |
| 27. Describe the subsistence activities of pastoralists and provide 2 cultural examples. | 3 | 2 | 1 |
| 28. Describe the subsistence activities agriculturalists and provide 2 cultural examples. | 3 | 2 | 1 |
| 29. Describe stratification, mobility, tools, and labor specialization of each group. | 3 | 2 | 1 |

30. Why have anthropologists focused so much on the study of foraging groups?	3	2	1
31. It makes sense that foraging societies would be egalitarian. Explain why.	3	2	1
32. What does the term <i>civilization</i> refer to?	3	2	1
33. Distinguish between horticulture and agriculture. What essential characteristics may we expect to find in societies practicing each type of subsistence?	3	2	1
34. Explain how slash and burn cultivation works.	3	2	1
35. Describe how the Guarani have adapted to encroachment on their land.	3	2	1
36. "Agriculture is "better" than foraging." Evaluate (for and against) this statement.	3	2	1
37. What cultural shifts occurred with the start of cultivation, according to <i>Ishmael</i> ?	3	2	1
38. In what ways are/were these shifts adaptive or maladaptive?	3	2	1
39. Evaluate the transition from collectors to cultivators from <i>Ishmael's</i> point of view.	3	2	1

Social Organization (Groups)

40. Describe one example of <i>ethnocentrism</i> .	3	2	1
41. In what ways is <i>kinship</i> biological? In what ways is it cultural?	3	2	1
42. Explain the meanings of <i>polygamy</i> , <i>polygyny</i> , and <i>polyandry</i> .	3	2	1
43. In what kind of situations is <i>polyandry</i> typically an acceptable form of marriage?	3	2	1
44. Explain why the <i>incest taboo</i> and the <i>nuclear family</i> are or are not cultural universals.	3	2	1
45. Describe the composition of a Na family.	3	2	1
46. Why do some societies consider parallel cousins as under the incest taboo, but cross cousins as marriageable?	3	2	1
47. How is <i>patrilineal</i> descent group membership calculated?	3	2	1
48. How is <i>matrilineal</i> descent group membership calculated?			
49. How is <i>bilateral</i> kinship calculated?	3	2	1
50. What is the relationship between subsistence activities and gender status?	3	2	1
51. Name and describe the four basic types of political systems, giving an example of each.	3	2	1

Ishmael

52. <i>Ishmael</i> talks a lot about myths and stories. Discuss whether what <i>Ishmael</i> teaches is itself a myth.	3	2	1
53. <i>Ishmael</i> moves between talking about individuals and species. In what ways are the two related?	3	2	1
54. Discuss "You're captives of a civilizational system that more or less compels you to go on destroying the world in order to live."	3	2	1
55. Describe the events and ideas that surrounded the birth of "Taker" culture.	3	2	1
56. Discuss "There's nothing fundamentally wrong with people. Given a story to enact that puts them in accord with the world, they will live in accord with the world. But given a story to enact that puts them at odds with the world, as yours does, they will live at odds with the world." (p. 84)	3	2	1
57. <i>Ishmael</i> says, "The effects of the law we're looking for are very simple. Species that live in compliance with the law live forever – environmental conditions permitting.... Those species that do not live in compliance with the law become extinct." (p. 104-105). Compare this idea to the concepts of evolution and natural selection.	3	2	1