

Student ID#/Name/Nickname _____

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.

Introducing Anthropology			
1.	Name the 4 <i>subfields of anthropology</i> and the primary concerns of each.	3	2 1
2.	Explain why anthropology is a <i>science</i> .	3	2 1
3.	When, where, and why did anthropology begin?	3	2 1
4.	What is an <i>ethnography</i> ?	3	2 1
5.	Explain how <i>ethnography</i> differs from <i>ethnology</i> .	3	2 1
6.	Explain how anthropology can be <i>applied outside</i> of the anthropology classroom.	3	2 1
7.	Relate a <i>work environment</i> to the concept of <i>culture</i> .	3	2 1
8.	Explain what <i>holistic</i> approach is and give an example of what it might entail.	3	2 1
Fieldwork: "Doing Anthropology"			
9.	Contrast the <i>research approaches</i> of <i>anthropology</i> and <i>sociology</i> .	3	2 1
10.	Compare the <i>topics of study</i> of anthropologists and sociologists.	3	2 1
11.	Describe activities involved in <i>participant-observation</i> .	3	2 1
12.	Compare the benefits of <i>formal interviews</i> and <i>informal interviews</i> .	3	2 1
13.	What are <i>interview schedules</i> ?	3	2 1
14.	Give an example of the <i>kind of information</i> that is good to collect through <i>formal interviews</i> .	3	2 1
15.	Describe the <i>benefits</i> of a <i>life history research</i> approach.	3	2 1
16.	<i>Surveys</i> are most effective for research in societies with what characteristics?	3	2 1
17.	Explain why <i>random samples</i> are important in surveys.	3	2 1
18.	Compare the implications of the terms <i>informants</i> and <i>subjects</i> .	3	2 1
19.	When does one experience <i>culture shock</i> ?	3	2 1
20.	Describe some <i>symptoms of culture shock</i> .	3	2 1
21.	Explain the difference between an <i>emic</i> and <i>etic</i> viewpoint.	3	2 1
Culture			
22.	Define <i>culture</i> .	3	2 1
23.	Explain how culture is <i>integrated</i> .	3	2 1
24.	Name one example of a <i>cultural specific</i> and one of a <i>cultural universal</i> .	3	2 1
25.	Define <i>enculturation</i> .	3	2 1
26.	How does enculturation create biases in people?	3	2 1
27.	Apply the notions of <i>homogenous</i> and <i>heterogeneous</i> to compare US and Japanese societies.	3	2 1
28.	Define <i>ethnocentrism</i> .	3	2 1
29.	Give an example of ethnocentrism.	3	2 1
30.	Define <i>cultural relativism</i> .	3	2 1
31.	Explain how <i>cultural relativism</i> relates to <i>ethnocentrism</i> .	3	2 1
32.	Apply the concepts of <i>real culture</i> and <i>ideal culture</i> to American driving habits.	3	2 1
33.	Explain and give an example of a <i>tacit</i> aspect of culture.	3	2 1
34.	Explain and give an example of an <i>explicit</i> aspect of culture.	3	2 1
35.	List 5 <i>subcultures</i> to which you belong.	3	2 1
36.	Explain how the process of <i>cultural diffusion</i> works.	3	2 1
37.	Explain how the process of <i>acculturation</i> works.	3	2 1
38.	Explain <i>invention</i> and give an example from human history.	3	2 1
39.	Describe 3 <i>Kung</i> values.	3	2 1
40.	Give an example of a situation from either a book, article, or film that illustrates each of those values.	3	2 1

Identity: Ethnicity and Race

41. Explain the difference between <i>race</i> and <i>ethnicity</i> in the US.	3	2	1
42. Contrast the concepts of “race” in the US and “ <i>tipos</i> ” in Brazil.	3	2	1
43. Defend the position that “race” as a <i>biological construct</i> does not exist.	3	2	1
44. Defend the position that “race” as a <i>biological construct</i> does exist.	3	2	1
45. Differentiate between <i>ascribed</i> statuses and <i>achieved</i> statuses.	3	2	1
46. Classify race in the US as ascribed or achieved.	3	2	1
47. Create a diagram demonstrating how the <i>Rule of Hypodescent</i> works.	3	2	1
48. Name another term for the Rule of Hypodescent.	3	2	1
49. Explain how <i>minority</i> can have two meanings in terms of social relations.	3	2	1
50. Contrast <i>genotype</i> and <i>phenotype</i> .	3	2	1
51. Describe at least 2 processes that account for <i>human phenotypic variation</i> .	3	2	1
52. Explain how <i>assimilation</i> can contribute toward ethnic tolerance.	3	2	1
53. Explain how a <i>plural society</i> can contribute toward ethnic tolerance.	3	2	1
54. Explain how <i>multiculturalism</i> can contribute toward ethnic tolerance.	3	2	1
55. Contrast <i>prejudice</i> and <i>discrimination</i> .	3	2	1
56. What is <i>ethnocide</i> ?	3	2	1

Language & Communication

57. Explain how <i>human language</i> differs from <i>communication in other species</i> .	3	2	1
58. Explain <i>displacement</i> in human language.	3	2	1
59. Explain <i>productivity</i> in human language.	3	2	1
60. Create an example to illustrate the meaning of <i>morpheme</i> .	3	2	1
61. Create an example to illustrate the meaning of <i>phoneme</i> .	3	2	1
62. Name another term linguists often use to refer to <i>grammar</i> .	3	2	1
63. Describe <i>diglossia</i> and give one example.	3	2	1
64. What is <i>proxemics</i> about?	3	2	1
65. Explain why Hawaii Pidgin is either a <i>pidgin</i> or <i>creole</i> language.	3	2	1
66. Use at least 2 examples to illustrate how linguistic variation is related to social variation.	3	2	1
67. Explain why a <i>gesture</i> such as ✎ is not considered to be <i>culturally universal</i> .	3	2	1
68. Explain what <i>kinesics</i> seeks to understand.	3	2	1

Economies: Subsistence Strategies

69. Describe the basic characteristics of <i>foraging</i> societies.	3	2	1
70. Identify 2 traditionally foraging societies.	3	2	1
71. Describe the basic characteristics of <i>horticultural</i> societies.	3	2	1
72. Identify 2 traditionally horticultural societies.	3	2	1
73. Describe the basic characteristics of <i>pastoral</i> societies.	3	2	1
74. Identify 2 traditionally pastoral societies.	3	2	1
75. Describe the basic characteristics of <i>agricultural</i> societies.	3	2	1
76. Describe the basic characteristics of <i>industrial</i> societies.	3	2	1
77. Classify the subsistence strategy of pre- <i>haole</i> Hawaii according to Cohen’s typology.	3	2	1
78. Explain how <i>mobility</i> relates to <i>subsistence strategy</i> .	3	2	1
79. Explain the significance attached to a shift from foraging to cultivation.	3	2	1
80. Compare <i>stratification</i> in foraging and agricultural type societies.	3	2	1
81. Create a diagram showing how <i>slash and burn cultivation</i> works.	3	2	1
82. Explain the significance of a <i>fallow</i> in horticulture.	3	2	1
83. Explain how being <i>sedentary</i> correlates to <i>increased stratification</i> in a society.	3	2	1
84. Assess whether the !Kung conform to the stereotype of the struggling, starving forager or not.	3	2	1