

# DANTES

## Subject Standardized Tests

## Fact Sheet Study Guide

### *GENERAL ANTHROPOLOGY*

#### TEST INFORMATION

This test was developed to enable schools to award credit to students for knowledge equivalent to that which is learned by students taking the course. The school may choose to award college credit to the student based on the achievement of a passing score. The passing score for each examination is determined by the school based on recommendations from the American Council on Education (ACE). This minimum credit-awarding score is equal to the mean score of students in the norming sample who received a grade of C in the course. Some schools set their own standards for awarding credit and may require a higher score than the ACE recommendation. Students should obtain this information from the institution where they expect to receive credit.

#### CONTENT

The following topics, which are commonly taught in courses on this subject, are covered by this examination.

	<u>Approximate Percent</u>
I. Anthropology as a Discipline Branches and Methodologies	7%
A. Physical anthropology	
B. Cultural Anthropology	
1. Ethnology	
2. Ethnography	
C. Linguistics	
D. Archaeology	
II. Various Theoretical Perspectives	3%
A. Structuralism	
B. Functionalism	
C. Cultural ecology	
D. Cultural evolution	
E. Cultural determinism	

	<u>Approximate Percent</u>
III. Physical Anthropology	17%
A. Genetic principles – genes, heredity, Mendelian inheritance, genotypes – phenotypes, gene pools, mutations, molecular genetics	
B. Adaptation, natural selection, variations (e.g., blood chemistry)	
C. Living primates	
D. Fossils	
1. Relative and absolute dating	
2. Fossil hominids – <i>Australopithecines, Homo erectus, Homo habilis, Homo sapiens (neanderthalensis and sapiens)</i>	
IV. Archaeology	19%
A. Methodology (prehistoric and historic)	
B. Paleolithic and Mesolithic	
C. Neolithic – development of technology, domestication of plants and animals	
D. Development of civilization and urban societies	
V. Nature of Culture	12%
A. Symbols and symbolic systems	
B. Language, sociolinguistics, morphology, phonology	
C. Society vs. culture	
D. Cultural variation: universals and alternatives	
E. Real vs. ideal culture	
F. Cultural change – invention, diffusion, innovation	
G. Cultural relativity, ethnocentrism	



	<u>Approximate Percent</u>
H. Etic and emic world views	
I. The individual in culture	
J. The arts	
<b>VI. Social Organization</b>	<b>16%</b>
A. Marriage and family patterns – mate choice, residence, monogamy, polygamy, family of orientation – conjugal, natal family, incest, exogamy, divorce	
B. Kinship and descent groups – kindred, lineage, clan, phratry, moiety, bilateral vs. unilateral descent, matrilineal, patrilineal, kinship terminology	
C. Groups and associations (e.g., age, sex)	
D. Social stratification – caste, class, slavery, status (achieved and ascribed), role, rank	
<b>VII. Economic Organization</b>	<b>7%</b>
A. Subsistence and settlement patterns	
B. Formal and substantive approaches	
C. Communal and private ownership of land, material and nonmaterial property	
D. Reciprocity, redistribution, and market exchange	
E. Production, allocation, use, and consumption of goods and services	
<b>VIII. Political Organization</b>	
A. Politics, political systems – bands, tribes, chiefdoms, states	
B. Political associations	
C. Social control – customs, laws, war	
<b>IV. Religion</b>	<b>10%</b>
A. Religious institutions (e.g., individual, shamanistic, revitalization movements)	
B. Belief systems, world views (e.g., animism, totemism, myth)	
C. Religious practices and practitioners (e.g., magic, healers)	
D. Rites of passage – birth, maturity, marriage, death	

	<u>Approximate Percent</u>
<b>X. Modernization and Application of Anthropology</b>	<b>3%</b>
A. Applied anthropology	
B. Cultural survival	
C. Directed cultural change	

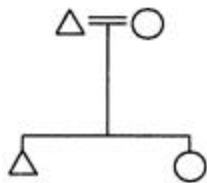
Questions on the test require candidates to demonstrate the following abilities. Some questions may require more than one of the abilities.

- Knowledge of basic facts and terms (about 50-55% of the examination)
- Understanding of concepts and principles (about 35-40% of the examination)
- Ability to apply knowledge to specific problems and situations (about 5-10% of the examination)

### **SAMPLE QUESTIONS**

1. Which of the following statements best describes the concept of culture?
  - (A) Culture consists of genetically transmitted patterns of thinking and acting.
  - (B) Culture represents economic and political achievements.
  - (C) Culture is primarily determined by artifacts and art.
  - (D) Culture consists of learned and shared patterns of thinking and acting.
  
2. A major contribution by Darwin is the
  - (A) principle of uniformism
  - (B) theory of diffusionism
  - (C) theory of organic solidarity
  - (D) theory of natural selection
  
3. All of the following have traditionally been advanced as possible reasons for the incest taboo EXCEPT the
  - (A) necessity to create alliances with other groups
  - (B) instinctual sexual aversion to relatives
  - (C) deleterious effects of continued inbreeding
  - (D) example set by nonhuman primates

4. The Mesolithic era is often described as a period of transition because it
- (A) allowed for the development of great hunting cultures
  - (B) is characterized as a period of major growth in the early cities
  - (C) witnessed a sharp decline in the development of tools
  - (D) represented a period of diversification of subsistence strategies
5. Which of the following statements about ideal cultural patterns (norms) is true?
- (A) There is often great discrepancy between what people say they do and what they actually do.
  - (B) A norm ceases to exist if the normative rule is not carried out in social behavior.
  - (C) Norms are seldom outmoded or maladaptive.
  - (D) Ideal cultural patterns are found only among peoples who practice agriculture.



6. The diagram above shows
- (A) an extended family
  - (B) a patrilineage
  - (C) a nuclear family
  - (D) a matrifocal family
7. Which of the following is true of traits of humans and not true of other animals?
- (A) Prolonged care of young
  - (B) Sedentary residence patterns
  - (C) Complex symbol systems
  - (D) Socialization of young
8. Jane Goodall observed chimpanzees in the wild and was surprised to find that they
- (A) lived in large groups
  - (B) made and used tools
  - (C) lived in nuclear families
  - (D) used sign language

9. The careful description of a culture is called
- (A) epistemology
  - (B) phenomenology
  - (C) ethnography
  - (D) ethnomethodology
10. The special norm that a person must marry someone who is within his or her group is called
- (A) endogamy
  - (B) group marriage
  - (C) exogamy
  - (D) polyandry

### STUDYING FOR THE EXAMINATION

The following is a list of reference publications that were being used as textbooks in college courses of the same or similar title at the time the test was developed. Appropriate textbooks for study are not limited to those listed below. If you wish to obtain study resources to prepare for the examination, you may reference either the current edition of the following titles **or** textbooks currently used at a local college or university for the same class title. It is recommended that you reference **more than one textbook** on the topics outlined in this fact sheet. You should **begin by checking textbook content against the content outline** included on the front page of this Fact Sheet/Study Guide **before** selecting textbooks that cover the test content from which to study. Textbooks may be found at the campus bookstore of a local college or university offering a course on the subject.

Sources for study material suggested but not limited to the following:

Barrett, Richard A. *Culture and Conduct: An Excursion in Anthropology*. Belmont, CA: Wadsworth Publishing, current edition.

Bower, John. *In Search of the Past: An Introduction to Archaeology*. Chicago: Dorsey, current edition.

Fagin, Brian. *People of the Earth: An Introduction to World Prehistory*. Glenview, IL: Scott, Foresman & Co., current edition.

Feder, Kenneth and Michael A. Park. *Human Antiquity*. Mountain View, CA: Mayfield, current edition.

Ember, Carol R. and Melvin Ember. *Anthropology*. Englewood Cliffs, NJ: Prentice-Hall, current edition.

Harris, Marvin. *Cultural Anthropology*. New York: Harper and Row, current edition.

Haviland, William A. *Anthropology*. New York: Holt, Rinehart and Winston, current edition.

Jolly, Clifford and Fred Plog. *Physical Anthropology and Archaeology*. New York: Knopf, current edition.

Kottak, Conrad P. *Anthropology: The Exploration of Human Diversity*. New York: Random House, current edition.

McCurdy, David and James Spadley. *Issues in Cultural Anthropology: Selected Readings*. Boston: Waveland Press, current edition.

Nanda, Serena. *Cultural Anthropology*. Belmont, CA: Wadsworth Publishing, current edition.

Poirier, Frank E. *An Introduction to Physical Anthropology and the Archaeological Record*. Minneapolis: Burgess, current edition.

Rosman, Abraham and Paula Rubel. *Tapestry of Culture*. New York: Random House, current edition.

Sharer, Robert and Wendy Ashmore. *Archaeology: Discovering Our Past*. Palo Alto, CA: Mayfield, current edition.

Swartz, Mark J. and David K. Jordan. *Culture: The Anthropological Perspective*. New York: John Wiley, current edition.

Thomas, D.H. *Archaeology*. New York: Holt, Rinehart and Winston, current edition.

Current textbook used by a local college or university for a course on the subject.

## CREDIT RECOMMENDATIONS

The Center For Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DANTES examination development process. ACE has made the following recommendations:

Area or Course	General Anthropology
Equivalent:	Lower level baccalaureate
Level:	Three (3) semester hours
Amount:	ACE Commission on
Source:	Educational Credit and Credentials

## INFORMATION

Colleges and universities that would like to review copies of tests, have additional information about the national norming, or assistance in local norming or score validation studies should write to: DANTES Program, Mail Stop 11-P, The Chauncey Group International, 664 Rosedale Road, Princeton, New Jersey 08540.

It is advisable that schools develop a consistent policy about awarding credit based on scores from this test and that the policy be reviewed periodically. The Chauncey Group will be happy to help schools in this effort.

Correct Responses to sample questions: 1D; 2D; 3D; 4D; 5A; 6C; 7C; 8B; 9C; 10A