Essentials of Biological Anthropology 4th edition Larsen Test Bank

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TEST BANK

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FOURTH EDITION

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Essentials of Biological Anthropology 4th edition Larsen Test Bank

CONTENTS

Introduction vii

Chapter 1 | What Is Biological Anthropology? 1

Chapter 2 | Evolution: Constructing a Fundamental Scientific Theory 11

Chapter 3 | Genetics: Reproducing Life and Producing Variation 23

Chapter 4 | Genes and Their Evolution: Population Genetics 34

Chapter 5 | Biology in the Present: Living People 46

Chapter 6 | Biology in the Present: The Other Living Primates 59

Chapter 7 | Primate Sociality, Social Behavior, and Culture 75

Chapter 8 | Fossils and Their Place in Time and Nature 90

Chapter 9 | Primate Origins and Evolution: The First 50 Million Years 102

Chapter 10 |Early Hominin Origins and Evolution: The Roots of Humanity 113

Chapter 11 |The Origins and Evolution of Early *Homo* 127

Chapter 12 |The Origins, Evolution, and Dispersal of Modern People 142

Chapter 13 |The Past 10,000 Years: Agriculture, Population, Biology 157

Essentials of Biological Anthropology 4th edition Larsen Test Bank

INTRODUCTION

W. W. Norton strives to produce high-quality, valid, and reliable assessment supplements according to the following criteria.

STUDENT COMPETENCIES AND EVIDENCE-CENTERED DESIGN

A good assessment tool must:

1. define what students need to know and the level of knowledge and skills that constitute competence in the concepts about which they are learning;
2. include test items that provide valid and reliable evidence of competence by assessing the material to be learned at the appropriate level; and
3. enable instructors to judge accurately what students know and how well they know it, thus allowing instructors to focus on areas where students need the most help.

SIX QUESTION TYPES

These question types are informed by Bloom's Taxonomy.

1. Remembering questions—test declarative knowledge, including textbook definitions and relationships between two or more pieces of information. Can students recall or remember the information in the same form it was learned?
2. Understanding questions—pose problems in a context different from the one in which the material was learned, requiring students to draw from their declarative and/or procedural understanding of important concepts. Can students explain ideas or concepts?
3. Applying questions—ask students to draw from their prior experiences and use critical-thinking skills to take part in qualitative reasoning about the real world. Can students use learned information in another task or situation?
4. Analyzing questions—test students' abilities to break down information and see how different elements relate to each other and to the whole. Can students distinguish among the different parts?
5. Evaluating questions—ask students to assess information as a whole and frame their own arguments. Can students justify a stand or decision?
6. Creating questions—pose questions or objectives that prompt students to put elements they have learned together into a coherent whole to generate new ideas. Can students create a new product or point of view based on data?

THREE DIFFICULTY LEVELS

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1. Easy questions—require a basic understanding of the concepts, definitions, and examples presented in the textbook.
2. Moderate questions—direct students to use critical-thinking skills and to demonstrate an understanding of core concepts independent of specific textbook examples.
3. Difficult questions—ask students to synthesize textbook concepts with their own experiences, making analytical inferences about historical topics and more.

GENERAL RULES FOR NORTON ASSESSMENT

Each question measures and links explicitly to a specific concept and objective and is written in clear, concise, and grammatically correct language that suits the difficulty level of the material being assessed. To ensure the validity of questions, no extraneous, ambiguous, or confusing material is included, and no slang expressions are used. In developing the questions, every effort has been made to eliminate bias (e.g., race, gender, cultural, ethnic, regional, disability, age, and so on) to require specific knowledge of the material studied, not general knowledge or experience.

READING THE TEST ITEM NOTATION

Each question in the Test Bank is tagged with five pieces of information designed to help instructors create the most ideal mix of questions for their quizzes or exams. These tags are:

- ANS: This is the correct answer for each question.
- DIF: This is the difficulty assigned to the problem. Problems have been classified as Easy, Moderate, or Difficult.
- MSC: This is the knowledge type (see Six Question Types above) that the question is designed to test.
- TOP: This references the topic, taken from the chapter heads, that is tested by the question.
- OBJ: This is the learning objective, taken from the instructor guide, that the question is intended to assess.

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CHAPTER 1 What Is Biological Anthropology?

MULTIPLE CHOICE

1. Before AD 1000, what did the people of St. Catherines Island eat?
   a. They ate wild animals, fish, and wild plants.
   b. They ate bison and salmon.
   c. They were vegetarians and ate wild plants exclusively.
   d. They ate mostly fruit.

   ANS: A DIF: Easy
   OBJ: Characterize the importance of the biocultural approach to anthropological inquiry.
   TOP: What Is Biological Anthropology? MSC: Remembering

2. What was the cause of the biological change in the indigenous people of St. Catherines Island after AD 1000?
   a. They became sedentary and had less food to eat because they stayed in the same area.
   b. They became sedentary and consumed more corn, which caused dental disease due to its high sugar content.
   c. They became sedentary and did not have enough exercise to keep their bodies fit and healthy.
   d. They continued as nomads, but loss of animals due to climate change created a decline in their food source.

   ANS: D DIF: Easy
   OBJ: Characterize the importance of the biocultural approach to anthropological inquiry.
   TOP: What Is Biological Anthropology? MSC: Understanding

3. What can be learned from studying a population through time?
   a. We can learn that lifestyles do not change over time.
   b. We can learn that diets, and therefore human biology, change through time.
   c. We can learn that consuming the wrong foods over time does little to population health.
   d. We can learn that human physiology does not change through time.

   ANS: B DIF: Moderate
   OBJ: Characterize the importance of the biocultural approach to anthropological inquiry.
   TOP: What Is Biological Anthropology? MSC: Understanding

4. Biological anthropologists seek to study
   a. humans from a cultural perspective.

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b. humans from a biological perspective.
c. humans from biological and cultural perspectives.
d. human behavior only.

ANS: C DIF: Easy
OBJ: Explain the differences and similarities among the four branches of anthropology.
TOP: What Is Biological Anthropology? MSC: Understanding

5. Biological anthropologists view how humans come to be the way they are as the result of
a. their biological makeups, which primarily define who they are.
b. both evolutionary history and their own individual life histories.
c. what their genes make them; environment has very little effect.
d. their environment; genes have very little effect.

ANS: B DIF: Moderate
OBJ: Explain the differences and similarities among the four branches of anthropology.
TOP: What Is Biological Anthropology? MSC: Understanding

6. Biological anthropologists
a. travel around the world to investigate human populations.
b. study living populations.
c. study primates like lemurs, monkeys, and apes.
d. travel around the world to investigate human populations; study living populations; and study primates like lemurs, monkeys, and apes.

ANS: D DIF: Easy
OBJ: Identify several different research areas in biological anthropology.
TOP: What Is Biological Anthropology? MSC: Remembering

7. Primates are
a. a group of mammals that share traits like forward-facing eyes, fingernails, and large brains.
b. often species with a long snout.
c. diverse species that live in various types of environments.
d. diverse species that live in various types of environments AND a group of mammals that share traits like forward-facing eyes, fingernails, and large brains.

ANS: D DIF: Moderate
OBJ: Identify several different research areas in biological anthropology.
TOP: What Is Biological Anthropology? MSC: Remembering

8. Biological anthropologists study what type(s) of science?
a. astrological
b. biological
c. social
d. biological and social

ANS: D DIF: Moderate

OBJ: Explain the differences and similarities among the four branches of anthropology.
TOP: What Is Biological Anthropology? MSC: Remembering

9. Bipedalism in primates means
   a. walking on two feet.
   b. walking on four feet.
   c. walking using two legs and a tail.
   d. swinging from branch to branch.

   ANS: A DIF: Moderate
   OBJ: Identify and explain the importance of six major attributes that separate humans from nonhuman animals.
   TOP: What Makes Humans So Different from Other Animals? The Six Steps to Humanness
   MSC: Remembering

10. What are three key attributes related to human uniqueness?
    a. eating, sleeping, and watching television
    b. increased hunting, speech, and dependence on domesticated food
    c. hunting, avoiding predators, and tool making
    d. sleeping, hunting, and making clothing

    ANS: B DIF: Easy
    OBJ: Identify and explain the importance of six major attributes that separate humans from nonhuman animals.
    TOP: What Makes Humans So Different from Other Animals? The Six Steps to Humanness
    MSC: Remembering

11. What makes it possible for humans to accumulate an amazing amount of information over long periods of time?
    a. social learning
    b. television
    c. social media
    d. mimicry

    ANS: A DIF: Moderate
    OBJ: Identify and explain the importance of six major attributes that separate humans from nonhuman animals.
    TOP: What Makes Humans So Different from Other Animals? The Six Steps to Humanness
    MSC: Understanding

12. Archaeologists
    a. study primate evolution.
    b. devote most of their effort to recovering artifacts and building museum collections.
    c. study past human societies, focusing mostly on their material remains.
    d. primarily study the evolution of language.

    ANS: C DIF: Moderate
    OBJ: Explain the differences and similarities among the four branches of anthropology.

TOP: What Is Anthropology? MSC: Remembering

13. An archaeological field school is announced in your anthropology course. The description says that you will travel to Belize to learn about the lives of the ancient Mayans. What, primarily, do you expect to learn during this field school?
    a. what species of nonhuman primate occupies this region
    b. how current populations of immigrants have changed local dialects
    c. how to excavate and study material culture
    d. how to socially navigate life in a Central American setting

    ANS: C DIF: Moderate
    OBJ: Explain the differences and similarities among the four branches of anthropology.
    TOP: What Is Anthropology? MSC: Analyzing

14. The scientific method
    a. relies on making hunches about the natural world.
    b. involves empirical data collection and hypothesis testing.
    c. is used to support preconceived notions or theories.
    d. seeks to establish the absolute scientific truth.

    ANS: B DIF: Moderate
    OBJ: Explain the four steps involved in "doing science" (i.e., the scientific method).
    TOP: How We Know What We Know: The Scientific Method MSC: Understanding

15. Biological anthropology is a science because it
    a. requires the use of chemicals, excavation tools, or measuring tools.
    b. uses data to help fill gaps in knowledge about how the natural world operates.
    c. is practiced by scholars working in humanities departments at universities.
    d. involves the study of the past.

    ANS: B DIF: Moderate
    OBJ: Explain the four steps involved in "doing science" (i.e., the scientific method).
    TOP: How We Know What We Know: The Scientific Method MSC: Understanding

16. A hypothesis is
    a. another word for a theory.
    b. a testable statement that potentially explains specific phenomena observed in the natural world.
    c. a statement concerning scientific facts assumed to be true.
    d. unable to be refuted by future investigations.

    ANS: B DIF: Moderate OBJ: Distinguish between hypotheses and theories.
    TOP: How We Know What We Know: The Scientific Method MSC: Understanding

17. The hypothesis that the origin of human bipedalism was linked to a shift from life in the trees

to life on the ground in the grasslands of Africa
a. has been upheld by subsequent scientific data on human origins.
b. was developed in consultation with genetic and fossil evidence.
c. has been rejected recently subsequent to new fossil evidence.
d. has become a scientific law.

ANS: A DIF: Moderate OBJ: Distinguish between hypotheses and theories.
TOP: How We Know What We Know: The Scientific Method MSC: Remembering

18. How is biocultural anthropology different from cultural anthropology?
a. Biocultural anthropology combines cultural studies with archaeology.
b. Biocultural anthropology studies the interrelationship between what humans have inherited genetically and culture; cultural anthropology studies diverse cultures and societies.
c. It is strictly a biological science.
d. It considers culture to be a by-product of our biological histories.

ANS: B DIF: Moderate
OBJ: Characterize the importance of the biocultural approach to anthropological inquiry.
TOP: What Is Anthropology? MSC: Analyzing

19. Bipedalism is considered one of the hallmarks of hominin evolution because it
a. was the first evolutionary development that distinguished humans from other animals.
b. was possible only after the advent of simple material culture.
c. followed brain expansion in human evolution.
d. allowed hominins to come out of the trees and make tools 10 million years ago (mya).

ANS: A DIF: Moderate
OBJ: Identify and explain the importance of six major attributes that separate humans from nonhuman animals.
TOP: What Makes Humans So Different from Other Animals? The Six Steps to Humanness
MSC: Understanding

20. How is a theory different from a hypothesis?
a. A hypothesis explains observations and cannot be refuted by new evidence.
b. A theory is an explanation based upon controversial facts.
c. A theory is an explanation that has been carefully examined and tested.
d. A theory has been less thoroughly tested than a hypothesis.

ANS: C DIF: Easy OBJ: Distinguish between hypotheses and theories.
TOP: How We Know What We Know: The Scientific Method MSC: Understanding

21. Why is the hyoid bone important in the study of human remains?

a. The hyoid bone is present in fully modern humans, but not in other forms of hominin.
b. The hyoid bone is altered by the presence of certain items in the diet, indicating the origin of agriculture.
c. The unique physical appearance of the human hyoid helps anthropologists understand the origins of speech.
d. Hyoid bones are common, and thus, an excellent source of ancient DNA samples.

ANS: C DIF: Moderate
OBJ: Identify and explain the importance of six major attributes that separate humans from nonhuman animals.
TOP: What Makes Humans So Different from Other Animals? The Six Steps to Humanness
MSC: Understanding

22. Forensic anthropologists
a. focus their work on skeletal analysis of individuals.
b. study skeletal remains from past human populations.
c. study the evolution of human skeletal traits.
d. do not work outside academia.

ANS: A DIF: Moderate
OBJ: Identify several different research areas in biological anthropology.
TOP: What Is Anthropology? MSC: Understanding

23. Just before the arrival of the Spanish on St. Catherines Island, people there
a. were primarily fishermen.
b. had adopted maize agriculture.
c. became the first farmers of the region.
d. were vegetarians by choice.

ANS: B DIF: Moderate
OBJ: Characterize the importance of the biocultural approach to anthropological inquiry.
TOP: What Is Biological Anthropology? MSC: Remembering

24. In the context of biological anthropology, a disadvantaged social environment includes one
a. with minimal access to technology.
b. with no transportation system.
c. with poor-quality nutrition.
d. where most people do not know how to read.

ANS: C DIF: Easy
OBJ: Characterize the importance of the biocultural approach to anthropological inquiry.
TOP: What Is Biological Anthropology? MSC: Analyzing

25. The results of a disadvantaged social environment include
a. poor health, reduced height, and shortened life expectancy.

b. poor speech and excessive eating habits.
c. poor reading comprehension.
d. an inability to think critically and develop long-term planning.

ANS: A DIF: Moderate
OBJ: Characterize the importance of the biocultural approach to anthropological inquiry.
TOP: What Is Biological Anthropology? MSC: Analyzing

26. The study of biological anthropology varies in that some biological anthropologists study
a. potential for life on other planets.
b. the interaction between domestic animals and disease.
c. extinct and living species of primates.
d. changes in marine life.

ANS: C DIF: Moderate
OBJ: Identify several different research areas in biological anthropology.
TOP: What Is Biological Anthropology? MSC: Analyzing

27. What makes us human?
a. physiology, culture, and planning
b. biology, culture, and religion
c. physiology, behavior, and religion
d. biology, culture, and behavior

ANS: D DIF: Easy
OBJ: Identify and explain the importance of six major attributes that separate humans from nonhuman animals.
TOP: What Makes Humans So Different from Other Animals? The Six Steps to Humanness
MSC: Remembering

28. Anthropology views humans as _____ beings.
a. primates and religious
b. primates, religious, and cultural
c. biological and cultural
d. cultural and religious

ANS: C DIF: Moderate
OBJ: Characterize the importance of the biocultural approach to anthropological inquiry.
TOP: What Is Anthropology? MSC: Understanding

29. The four branches of anthropology are
a. archaeological, geological, geographical, and biological.
b. physical, biological, cultural, and linguistic.
c. cultural, linguistic, geological, and biological.
d. biological, archaeological, cultural, and linguistic.

ANS: D DIF: Moderate
OBJ: Explain the differences and similarities among the four branches of anthropology.
TOP: What Is Anthropology? MSC: Remembering

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30. Which is the study of evolution and variation in humans?
    a. biological anthropology
    b. archaeology
    c. linguistic anthropology
    d. cultural anthropology

    ANS: A DIF: Moderate
    OBJ: Explain the differences and similarities among the four branches of anthropology.
    TOP: What Is Anthropology? MSC: Remembering

31. To increase early humans' chances of hunting success, hunting
    a. was led by females.
    b. was conducted with stone tools and cooperative strategies.
    c. was always well planned with a diagram.
    d. strategies were developed to include children as bait.

    ANS: B DIF: Moderate
    OBJ: Identify and explain the importance of six major attributes that separate humans from nonhuman animals.
    TOP: What Makes Humans So Different from Other Animals? The Six Steps to Humanness
    MSC: Understanding

32. Human production of stone tools is an example of
    a. linguistic comprehension.
    b. subsistence strategies.
    c. material culture.
    d. ideology.

    ANS: C DIF: Moderate
    OBJ: Identify and explain the importance of six major attributes that separate humans from nonhuman animals.
    TOP: What Makes Humans So Different from Other Animals? The Six Steps to Humanness
    MSC: Remembering

ESSAY

1. Discuss the difference between a hypothesis and a theory. Why is the distinction important?

   ANS:
   A theory is an explanation that has been confirmed through careful examination and testing of evidence. Hypotheses explain observations, but they have not been tested.
   The distinction is important, since a hypothesis that becomes a theory has been tested via the
   scientific method and has thereby been through rigorous controls. A hypothesis has not been tested and will remain a hypothesis until it has been tested. To confuse the two is a great error, because
   one implies rigor while the other is only a basic explanation with no substance to it.

   DIF: Moderate OBJ: Distinguish between hypotheses and theories.
   TOP: How We Know What We Know: The Scientific Method MSC: Evaluating

2. Discuss the steps of the scientific method.

   ANS:
   The scientific method includes an observation, development of a hypothesis, experimentation, data collection, and conclusions. Data are used to test hypotheses, possible explanations for the processes under study, by observing and then rejecting or accepting the hypotheses. After observations are collected, scientists develop a theory, which is an explanation, not just a description, of phenomena.

   DIF: Moderate
   OBJ: Explain the four steps involved in "doing science" (i.e., the scientific method).
   TOP: How We Know What We Know: The Scientific Method MSC: Analyzing

3. Provide an imaginary example of the proper use of the scientific method.

   ANS:
   This answer should include only examples of what can be tested. The student's response should include each step of the scientific method along with a fictional conclusion. This question may even be used on the first day of class as an icebreaker of sorts after a thorough lecture on the scientific method.

   DIF: Difficult
   OBJ: Explain the four steps involved in "doing science" (i.e., the scientific method).
   TOP: How We Know What We Know: The Scientific Method MSC: Creating

4. Discuss the value of the scientific method in our society.

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ANS:
The response should include discussions of pharmaceutical and medical testing. The student should comprehend the value of testing and retesting data. For example, do immunization shots administered all at once increase the child's likelihood to develop autism? The answer, we know, is that they do not; however, previous doctored data were used to claim that they do, causing millions of parents all over the world to reduce inoculations or completely neglect them, thereby increasing the incidence of disease—for example, the number of whooping cough cases in the United States.

DIF: Difficult
OBJ: Explain the four steps involved in "doing science" (i.e., the scientific method).
TOP: How We Know What We Know: The Scientific Method MSC: Evaluating

5. Discuss the six key attributes that make humans unique relative to other species.

ANS:
The six distinguishing features of humanity are bipedalism, nonhoning chewing, complex material culture and tool use, hunting, speech, and dependence on domesticated food. The commitment to walking on two legs is usually considered the most profound physical difference between humans
and other primates. After bipedalism, according to the fossil record, the large honing canine tooth
was lost as a result of the ability to make and use tools for processing food. Culture, pervasive for humans, is defined in the text as learned behavior, transmitted from person to person, that facilitates survival through adaptation to varied settings. Material culture is the part of culture that is expressed as objects that humans use to manipulate our environment. The archaeological record of past cultures' material remains goes back to the simple rock tools that date from 2.5 mya. Humans require some form of technology to regulate temperature, acquire food, and so on in our varied environments. Some chimpanzees and other primates have simple material culture and even nonmaterial culture. Humans' other key attributes—hunting, speech, and dependence on domesticated foods—appeared much later in human evolution. Hunting refers to cooperative hunting, which likely emerged 1 million or more years ago. Speech is very distinctive of humans but difficult to pinpoint in the fossil record. Domestication of foods is the most recently developed unique human behavior, usually traced to 10,000 years ago. Increasing dependence on culture for survival makes us quite distinct among
species and necessitates a biocultural approach to both human origins and human behavior.

DIF: Difficult
OBJ: Identify and explain the importance of six major attributes that separate humans from nonhuman animals.
TOP: What Makes Humans So Different from Other Animals? The Six Steps to Humanness
MSC: Analyzing