



Anthropology

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- Part 3 The archeological record**, is devoted to a cultural consideration of modern man's beginnings. Chapter 9 presents the principal methods and theories of archeology. Chapters 10 through 12 detail the course of man's cultural evolution from the Paleolithic era, when he first became a social being, through the time when he began producing his own food, up to the rise of civilization in the Old and New Worlds.
- Part 4 Culture and man**, covers the ways man communicates, behaves, and lives in groups. Chapter 13 defines culture and discusses its importance; Chapter 14 examines language, the vehicle by which culture is transmitted, and thus introduces linguistics as a sub-division of anthropology; and Chapter 15 raises the question of the relationship between culture and personality, thus introducing the student to psychological anthropology.
- Part 5 The formation of groups**, deals with the ways culture accomplishes the organization of groups, which themselves are necessary for the cooperative behavior on which human life depends. The chapters describe marriage and the family, kinship patterns, and other forms of social organization necessary for group living.
- Part 6 Social integration**, deals with the things groups do, and the ways different groups are integrated into larger social units. Chapters 20 through 22 describe economics, politics, and other kinds of social controls. Other chapters examine the integrative roles of religion and art.
- Part 7 Change and the future**, looks at the dynamics of culture change and concludes with some speculations on the future of man from an anthropological viewpoint.

Outstanding features of the book

1. Readability

The purpose of a textbook is to transmit and register ideas and information, to induce the readers to see old things in new ways and to think about what they see. A book may be the most elegantly written, most handsomely designed, most lavishly illustrated text available on the subject, but if it is not interesting, clear, and comprehensible to the student, it is valueless as a teaching tool.

To aid readability, this text is carefully structured, each section within the book and each chapter within each section organized so that the material is presented to the student in segments, each clearly separated from the other. It is easier for the student to grasp and retain the material if it is presented

as a series of discrete “quanta,” rather than as a continuous flow of information.

The readability of the text is also enhanced by the writing style. The book is designed to present even the most difficult concepts in prose that is alive, energetic, and easy to retain. Where technical terms have been necessary, they are always italicized, carefully defined in the text, and defined again in the glossary in simple, clear language.

Because much learning is based on analogy, numerous and colorful examples have been utilized to illustrate, emphasize, and clarify anthropological concepts. Wherever possible, there is a cross-cultural perspective, comparing cultural practices in other societies with those of the student’s own culture. Many educators feel that this practice makes ideas easier to grasp because it renders them more familiar. For example, in the chapter on sex and marriage, the marriage system and sex roles practiced in our own country are compared with those practiced by non-Western peoples. Additionally, the text points out how the communes organized by the disenchanting young of this country are really attempts to recreate the kinship networks found in small-scale societies. Thus, from such examples, the student can perceive the nature of a cultural entity, such as marriage; he can also see its varieties, its processes, and the way it relates to his own culture and existence.

2. Original studies

A special feature of this text is the Original Study that follows each chapter. These studies, which consist of selections from case studies and other original writings of anthropologists, are the actual writings of men and women working in anthropology today. Each study is integrally related to the material in the chapter it follows, and often sheds additional light on some important anthropological concept or subject area found in the chapter. The studies represent an attempt to keep the student abreast of current research and discoveries in the field and to enable him to experience almost first-hand some of the excitement generated by new anthropological ideas and discoveries. Thus, at the end of Chapter 16, which covers patterns of subsistence, there is an original study dealing with the technology of the Guayaki in making tools for food-getting. Other studies focus on the synthesis of known data through new points of view; an example is the study in Chapter 2 by Wendell H. Oswalt.

3. Illustrations

Sociologists, anthropologists, and other social scientists have discovered that, under the influence of television, visual material is gaining increased importance as a teaching tool in today’s classroom. Accordingly, this text uses numerous illustrations and other graphic materials. The illustrations have been chosen to supplement and emphasize the text and to clarify for the student concepts that are not easily rendered into words. A number of the illustrations are unusual in that they are not the “standard” anthropological textbook photographs; each has been chosen because it complements the text in some dis-

tinctive way. For example, the photos on pages 220–221 depict a number of ancient artifacts that display methods of cultivation and domestication. The line drawings, maps, charts, and tables were selected especially for their usefulness in illustrating, emphasizing, or clarifying certain anthropological concepts and should prove valuable teaching aids.

The six full-color portfolios, designed to stimulate the student's eye and mind, encompass the prehistoric megaliths of Europe, ancient art of the old world, art of the Precolumbian New World, the culture of the Persian Nomads, the world of the Eskimo hunter-gatherer, and the American Indian. Each portfolio has a definite theme and includes a text that explains the illustrations and makes some important anthropological point. For example, the portfolio on the American Indian contains, in paintings by European and American artists and in the words of a Seneca Indian chief, a capsule history of the cultural contact between the Indians and the white man.

4. Summaries and Suggested readings

At the end of each chapter is a summary containing the kernels of the most important ideas presented in the chapter. The summaries, which are numbered and so broken down into easy-to-cope-with units, provide handy reviews for the student. Also following each chapter is a list of suggested readings which will supply the inquisitive student with further information about specific anthropological points which may interest him. Each reading is fully annotated and provides information as to the content, value, and readability of the book. The books suggested are oriented either toward the general reader or toward the interested student who wishes to explore further the more technical aspects of some material.

5. Glossary and Bibliography

An extensive glossary at the end of the book provides the student with a complete anthropological dictionary in miniature. The glossary defines all the important terms used in the text, in clear, understandable language. The bibliography at the end of the book is a complete reference tool in itself; it contains a listing of 500 books, monographs, and articles from scholarly journals and popular magazines.

6. Supplement

Teachers will find the accompanying Instructor's Manual helpful in arranging their curricula. The Manual contains suggestions on topics for class discussions, subjects for student term papers, and sample questions for objective and essay-type examinations.

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Contents

	Preface	xxv
Part 1	The study of man	1
Chapter 1	The aims of anthropology	4
	Development of anthropology	5
	Anthropology and the social sciences	
	The discipline of anthropology	7
	Physical anthropology	
	Cultural anthropology	
	Anthropology and the scientific method	11
	Methodological approaches	
	Anthropology and contemporary life	
	Original study: Perhaps the Sumerians were right	15
	Alan Beals	
Chapter 2	The development of anthropology	20

Historical background	21
The eighteenth and nineteenth centuries	
Evolutionism	
Anthropological evolutionism	
Reactions to evolutionism	
The diffusionists	
The functionalists	
Recent trends	32
Structuralism	
Ethnosemantics	
Neo-evolutionism	
The future	
Original study: Travelers and encyclopedists	35
Wendell H. Oswalt	
Chapter 3 Biology and evolution	42
Adaptation	44
Natural selection	
The case of sickle-cell trait	
Heredity	47
The transmission of genes	
Patterns of inheritance	
Population genetics	49
The stability of the population	
Factors for change	
Evolution of populations	53
Speciation	
Isolation mechanisms	
Original study: The process of change	55
Gabriel Ward Lasker	
Part 2 The evolution of man	61
Portfolio one The mute stones speak	64

Chapter 4	The modern primates	66
	The classification system	67
	The order of primates	68
	Establishing evolutionary relationships	
	Modern primates	71
	The lower primates	
	The higher primates	
	New World monkeys	
	Old World monkeys	
	Anthropoid apes	
	The social behavior of primates	74
	The group	
	Individual interaction	
	Play	
	Communication	
	Tradition	
	Home ranges	
	Parental behavior	
	Learning	
	Aggression	
	Original study: The study of primate behavior	81
	Sherwood L. Washburn and David A. Hamburg	
Chapter 5	Fossil primates	88
	Primate characteristics	89
	Primate dentition	
	Primate sense organs	
	The primate brain	
	The primate skeleton	
	Reproduction and care of the young	
	Dating the fossil past	94
	The nature of fossils	
	Rise of the primates	95
	Paleocene primates	
	Eocene primates	
	Oligocene monkeys and apes	
	Miocene apes	

	Original study: Man-apes or ape-men?	102
	W. E. Le Gros Clark	
Chapter 6	Early hominids	108
	Effects of environment and diet	109
	Man stands on his own two feet	
	Brain reorganization and expansion	
	The earliest signs of culture: Tools	
	Cooperative hunting	
	The fossil evidence	113
	Australopithecus africanus: Taung and Sterkfontein fossils	
	Physical traits of Australopithecus	
	Australopithecus robustus	
	Zinjanthropus	
	Homo erectus	
	Early hominid culture	
	Original study: Culture and biology	124
	Alan R. Beals	
Chapter 7	Homo sapiens	130
	Homo sapiens	131
	The first men	
	Neanderthal man	
	Solo and Rhodesian man	
	The enigma of the classical Neanderthal	138
	The fate of the Neanderthals	
	Cro-Magnons: the first modern men	139
	Where did Cro-Magnon man come from?	
	Original study: What was our history?	143
	Alan R. Beals	
Chapter 8	Human diversity	148