

INTRODUCING CULTURAL ANTHROPOLOGY

SECOND EDITION



ROBERTA EDWARDS



INTRODUCING CULTURAL ANTHROPOLOGY

Second Edition

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Modesto Junior College



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Higher Education

INTRODUCING CULTURAL ANTHROPOLOGY

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This book is printed on acid-free paper.

3 4 5 6 7 8 9 0 VNH / VNH 0 9 8 7 6 5 4

ISBN: 0-07-282025-X

Publisher: *Phillip A. Butcher*
Sponsoring editor: *Kevin Witt*
Development editor: *Pamela Gordon*
Marketing manager: *Dan Loch*
Production editor: *Jennifer Chambliss*
Production supervisor: *Randy Hurst*
Design manager: *Jean Mailander*
Cover design: *Bill Stanton*
Interior design: *Linda Robertson*
Art editor: *Robin Mouat*
Manager, photo research: *Brian Pecko*
Compositor: *Graphics Arts Center*
Text and paper: *Printed in 10/12 Janson on 50# Publishers Matte*
Printer: *Von Hoffman Press*
Cover image: © *Carl Purcell/Mira.com*

Library of Congress Cataloging In-Publication Data

Lenkeit, Roberta Edwards.
Introducing cultural anthropology / Roberta Edwards Lenkeit. — 2nd ed.
p. cm.
Includes bibliographical references and index.
ISBN 0-07-282025-X
1. Ethnology. I. Title.

GN316.L46 2003
306—dc21

www.mhhe.com

2003051266

INTRODUCING
CULTURAL
ANTHROPOLOGY

*To Don and Allison
for all of the 3PRIM8 memories*



TO THE INSTRUCTOR

THE STORY OF THE BOOK

I decided to write this text when driving across the country during a sabbatical leave. My husband (also an anthropologist) and I were discussing the selection of a text for the following semester—again. This quest repeated itself every year. Our approaches and styles of teaching the introductory cultural anthropology course are different, but we share common goals: to assure that students learn the basic concepts and approaches of anthropology; to focus on the usefulness of the anthropological approach to their lives; to introduce the field and its holistic nature; and to highlight the scientific nature of anthropology. We have each used nearly every text on the market at one time. And we were frustrated. We were frustrated by encyclopedic texts, by texts that emphasized theory and were written in styles that were too formal, by shorter texts that lacked visual interest and targeted upper division students, and by texts that seemed to ignore the other fields of anthropology. We discovered that many colleagues shared our frustration.

At the time I belonged to (and still do) a unique, semiformal group of anthropologists in northern California who taught introductory level anthropology courses at different types of colleges, both two and four year. The focus of our get-togethers was pedagogy. We shared what works. Listening to concerns of colleagues in this forum contributed to my desire to write a text that was relatively short, more informal, and was built around pedagogy that incorporated the holistic nature of anthropology and emphasized the scientific approach.

THE APPROACH OF THE TEXT

The last twenty-five years have seen a dramatic increase in both the data of anthropology and in theoretical issues within the discipline. It is impossible

to fit everything into an introductory course, and it is my view that it is also pedagogically unsound. Less can be more. I have come to the conclusion, based on teaching introductory anthropology courses for more than twenty-five years, that my main task as a teacher is to excite students about the *possibilities* of anthropology and to teach them the core perspectives, concepts, and methods of anthropology.

I have also endeavored to write an approachable text. I tried to write as though I am talking directly to the student while maintaining an appropriate scholarly tone. In many places throughout the text, I have included examples and stories to which students can relate so that they can see how anthropology is part of our everyday lives.

Pedagogy has also been an important part of my overall design. As I wrote, I kept in mind the importance of signposting important concepts and presenting a reasonable number of detailed examples to illustrate points. Concepts are also presented visually wherever possible. Students are asked to apply concepts they have learned throughout the book.

Ideas are also reinforced throughout the text—the holistic, comparative, scientific, and humanistic perspectives of the discipline. The occasional relevant issue from archaeology and biological anthropology is woven into the text to emphasize the holistic view. Students are asked in the Try This feature to make hypotheses and devise ways to test them. Contributions of the humanistic perspective are also noted.

The text is designed as an anchor text so that ethnographies, topical books, and collections of readings can be part of the course's assigned readings. I believe that including such books give students in-depth insights into one culture and a holistic perspective on topics. I believe strongly that students need an anchor text that presents basic concepts in the field and provides a framework around which the ethnographies, other readings, and lectures can build.

I've used an eclectic approach to theoretical issues throughout, and I've used ones that are practical as part of my "less-is-more" philosophy and pedagogical approach. When students have a firm understanding of a few paradigms, they have a foundation on which to examine others—and think critically about all.

HALLMARK FEATURES

- A manageable number of brief chapters, which can easily be covered in a semester, offer a brief introduction to the field.
- An emphasis throughout on how anthropology is relevant to students can be found in many examples and stories. In addition, the final two chapters demonstrate the relevance of anthropology to student's future lives—in their work and in their community.

- Pedagogy asks students to think critically. The Try This activity prompts are integrated throughout the text and ask students to ponder, compare, analyze, hypothesize, and apply the concepts they have just read about. These are purposefully written at a variety of levels. A few are simple and don't require much analytical thought (for example, those labeled Ponder or Consider). Others require more engagement by asking students to discuss issues. Those with prompts such as Compare, Contrast, Analyze, Apply, and Hypothesize are intended to stimulate students' integrative thought process by helping them apply concepts, perspectives, and methods.
- Learning objectives, chapter summaries, study questions, and suggested readings at end of chapters offer learning support.
- A strong visual appeal achieved through a wealth of concept illustrations and color photos. This provides pedagogical support for students.
- Two chapters unique to briefer texts are included: a chapter on fieldwork that offers first-hand accounts of the challenges of acquiring data, and a chapter that looks at sexuality across cultures. Both of these are topics that beginning students are curious about, and both topics stimulate lively debate.
- The text is organized by standard topics to fit the teaching styles of most professors, while at the same time reflecting my pedagogical focus for students by clustering chapters into three sections: basic concepts and methods, cross-cultural adaptive patterns, and applying the anthropological perspective.

WHAT'S NEW TO THIS EDITION

- New chapter openers provide vignettes that relate to the chapter's contents. Written in the personal style that was so well received in the book's first edition, these are designed to draw the student into the chapter and to show students the relevance of the topics to their lives.
- A new box feature called **Anthropology Around Us** has been added. These boxes focus on current and timely issues that illustrate how the perspectives, topics, and concepts of anthropology are part of our everyday lives.
- New **thumbnail maps** in the text margin highlight the appropriate area under discussion.
- New **marginal running glossary** helps students to focus on new terms as they are introduced.

- More diagrams and concept illustrations to aid student comprehension.
- Updated throughout with **additional ethnographic examples**.
- New appendix **How to Read an Ethnography** gives students practical steps that they can take to getting the most out of reading ethnographies, and comparing ethnographies to one another.
- A new section in Chapter 1 on **Postmodernism in Anthropology** considers the contributions of this paradigm and how it differs from the application of the scientific approach.
- An expanded section on **Race** in Chapter 2 examines—with detailed examples of skin color clines and the plasticity of skeletal growth—the position of biological anthropologists that there are no biological human races; rather, race is a cultural construct.
- A new section on **Ethics** in Chapter 3, plus a new discussion of **Reflexive Ethnography**.
- Two chapters on marriage, family, residence, kinship, and descent provide more coverage. This was done in response to reviewers who felt that too much material was presented in the single chapter. Each new chapter contains expanded ethnographic examples, and additional illustrations and figures to support text discussion.
 - Chapter 6, **Marriage, Family, and Residence**, contains new sections on sister exchange marriage, expanded sections on marriage finance, mate choice, and family, plus expanded ethnographic examples.
 - Chapter 7, **Kinship and Descent**, has expanded ethnographic coverage.
- Chapter 9 has expanded sections on **Tribes, Stratification** and **Rank**.
- New material on **Ritual** and expanded coverage of **Magic** are included in Chapter 10.
- Chapter 12 is reorganized.
- Materials on **string figures** have been moved to an appendix.

SUPPLEMENTS

As a full service publisher of quality educational products, McGraw-Hill does much more than just sell textbooks. They create and publish an extensive array of print, video, and digital supplements for students and instructors. *Introducing Cultural Anthropology* boasts a comprehensive supplement package. Orders of new (versus used) textbooks help to defray the cost of

developing such supplements, which is substantial. Please consult your local McGraw-Hill representative for more information on any of the supplements.

For the Student

The Student's Online Learning Center is a free, Web-based, partially password protected, student supplement featuring a large number of helpful tools, activities, links, and useful information at www.mhhe.com/lenkeit2. To access the password protected areas of the site, students must purchase a new copy of the text. Designed specifically to complement the individual chapters of the text, students access material by text chapter. Exciting activities and resources include:

- Try This Internet exercises offer chapter-related links to Web sites and activities for students to complete based on those sites.
- Chapter objectives, outlines, and overviews that are designed to give students signposts for understanding and recognizing key chapter content.
- PowerPoint lecture notes offer point-by-point notes of chapter sections.
- Multiple choice and true/false questions give students the opportunity to quiz themselves on chapter content.
- Essay questions allow students to explore key chapter concepts through their own writing.
- A glossary that illustrates key terms.
- An audio glossary that helps students with difficult-to-pronounce words through audio pronunciation help.
- Vocabulary flashcards that allow students to test their mastery of key vocabulary terms.
- General Web links offer chapter-by-chapter links for further research.
- Links to *New York Times* articles where students have immediate access to articles on chapter-related content.
- Career opportunities offer students related links to useful information on careers in anthropology.

PowerWeb is offered free with the purchase of a new copy of the text, and is available via a link on the Student's Online Learning Center. PowerWeb helps students with on-line research by providing access to high quality academic sources. PowerWeb is a password-protected site that provides students with the full text of course-specific, peer-reviewed articles from the

scholarly and popular press, as well as Web links, student study tools, weekly updates, and additional resources. For further information about PowerWeb, visit www.dushkin.com/powerweb/pwwt1.mhtml.

For the Instructor

The Instructor's Resource CD-ROM This easy-to-use disk provides:

- PowerPoint lecture slides that give professors ready made chapter-by-chapter presentation notes.
- A computerized test bank offers numerous multiple choice, short answer, and essay questions in an easy-to-use program that is available for both Windows and Macintosh computers.
- A complete Instructor's Manual offers helpful teaching tips along with chapter-by-chapter overviews, learning objectives, outlines, key terms, and suggested class activities.

The Instructor's Online Learning Center This password-protected site offers access to all of the student on-line materials plus important instructor support materials and downloadable supplements such as:

- An image library that offers professors the opportunity to create custom-made, professional looking presentations and handouts by providing electronic versions of many of the maps, charts, line art, and photos in the text along with additional relevant images not included in the text. All images are ready to be used in any applicable teaching tools including professor's own lecture materials or McGraw-Hill provided PowerPoint lecture slides.
- A complete Instructor's Manual offers helpful teaching tips along with chapter-by-chapter overviews, learning objectives, outlines, key terms, and suggested class activities.
- PowerPoint lecture slides give professors ready made chapter-by-chapter presentation notes.
- Links to professional resources provide useful links to professional anthropological sites on the Internet.

PowerWeb This resource is available via a link on the Instructor's Online Learning Center. PowerWeb helps with on-line research by providing access to high-quality academic sources. PowerWeb is a password-protected site that provides instructors with the full text of course-specific, peer-reviewed articles from the scholarly and popular press, as well as Web links, weekly updates, and additional resources. For further information about PowerWeb, visit www.dushkin.com/powerweb/pwwt1.mhtml.

PageOut: The Course Web Site Development Center All on-line content for the text is supported by WebCT, Blackboard, eCollege.com, and other course management systems. Additionally, McGraw-Hill's PageOut service is available to get professors and their courses up and running on-line in a matter of hours, at no cost. PageOut was designed for instructors just beginning to explore Web options. Even a novice computer user can create a course Web Site with a template provided by McGraw-Hill (no programming knowledge necessary). To learn more about PageOut, visit www.mhhe.com/pageout.

Videotapes A wide variety of full-length videotapes from the *Films for the Humanities and Sciences* series is available to adopters of the text.

ACKNOWLEDGMENTS

Special acknowledgment, gratitude, and love to my husband, best friend, and colleague, Don A. Lenkeit. His generous assistance in the capacities of in-house editor and research assistant were invaluable. Simply put, I could not have done it without him. We have been partners in all things since our university days, and the division of labor has been pretty even until the final months of this project. I want to particularly thank him for filling in when it was my week to cook.

Thanks and a hug to my daughter, best girl friend, and colleague K. Allison Lenkeit Meezan. She even took time during busy wedding plans to read sections and make suggestions. And the wedding was a lovely rite of passage.

I am indebted to all of my students who, over the years, asked stimulating questions that often required me to look at material anew, and led to the development of more effective pedagogy. Your curiosity and enthusiasm has made my job an adventure each day.

To colleague Rob Edwards and the members of the A-2-4-6 group, thank you for more than fifteen years of stimulating meetings on the teaching of anthropology. My appreciation also goes to colleagues Susan Kerr and John Otte for their support and input on this edition.

I am most grateful to my new editorial team Phil Butcher and Kevin Witt—you made the transition to a new publishing house not only smooth but I discovered that a big company could be personal and supportive. A special thanks goes to editor Pam Gordon, for her vision and guidance in developing this edition and in bringing it to fruition. I also want to acknowledge the rest of the creative McGraw-Hill team who brought everything together. Production editor Jennifer Chambliss, who attended to details and made the process go smoothly, photo research manager Brian Pecko, who always found just the right image, designer

Jean Mailander, for the warm appeal of the text design, art editor Robin Mouat and her team, for again making my concept sketches look like real art, and copyeditor Amy Marks, whose eagle eye makes my writing look good. Appreciation also goes to marketing manager Dan Loch and his great sales team (especially Dale Hastings who has been my local cheerleader), media producer Shannon Gattens, for the terrific work on the On-line Learning Center, and Louis Swaim, for overseeing the supplements production. Finally, thanks to the resident felines — Mr. Darwin for monitoring the printer, and Mrs. Hobbes for paperweight duty, your attentiveness was appreciated.

To Jan Beatty who believed in this project in the first place, and to the wonderful Mayfield team that brought the first edition together, I want to again acknowledge your contributions. Colleagues Debi Bolter and Bobby Hutchison together with reviewers Diane Barbolla, Mesa College; Robin Franck, Southwestern College; John Fritz, Salt Lake City Community College; Jeanne Humble, Lexington Community College; Shereen Lerner, Mesa (AZ) Community College; Cynthia Mahmood, University of Maine; Marcella Mazzarelli, Massachusetts Bay Community College; Karen Muir, Columbus State Community College; Dianne Smith, Santa Rosa Junior College; Mark Tromans, Broward Community College; and Dan Yakes, Muskegon Community College gave many helpful suggestions.

The reviewers of this edition are owed my special thanks for all of their insightful comments. They are:

Victoria Baker, Eckerd College
 Art Barbeau, West Liberty State
 Daniel Benyshek, University of Nevada, Las Vegas
 Richard Biesanz, Corning Community College
 Rebecca Cramer, Johnson County Community College
 Janet Downey, Paradise Valley Community College
 William Fairbanks, Cuesta Community College
 Catherine Farris, St. Edwards University
 Vicki Giambrone, Oakton Community College
 Rodney Luster, Tarleton State University
 Corey Pressman, Mt. Hood Community College
 Vinson Sutlive, The College of William and Mary



TO THE STUDENT

Anthropology often conjures up exotic visions of distant peoples, places, and customs. But this is only part of what cultural anthropology is about. It is about examining humanity from every angle and looking at how all aspects interrelate—what we call the holistic approach. It is about the common denominators of the human experience, as well as the differences. What constitutes the exotic is usually no more than those customs different from our own. I've written this text as a brief introduction to the core concepts in cultural anthropology. It is a summary of what we have learned from our quest to understand the adaptive patterns of human cultures.

My philosophy of teaching is that less can be more. If you can digest a concept and a solid example, I believe that you will remember it. Too many examples when you are first learning about a subject can muddy everything. If you engage with this text, you will have a strong foundation to do further work in anthropology. Even if you don't plan to go on in anthropology, the perspectives of anthropology will provide you with much that is useful. Cultural anthropology is applicable to many fields—health care, law enforcement, education, retail business, and any other field that requires working with people. Anthropology is inherently fascinating. We discover things about ourselves as we examine other cultures, and I hope that you will enjoy this process of discovery.



HOW TO USE THIS BOOK

You'll find many learning tools both within the text and at the text's Online Learning Center including:

- Objectives at the beginning of each chapter state the aims of the chapter and are signposts to what you will learn. If you carefully read

these and the chapter summary first, you will have an excellent framework to help you focus as you read. Additionally, chapter objectives, chapter outlines, chapter overviews, and PowerPoint lecture notes are available at the Student's Online Learning Center. This free Web-based, partially password-protected, supplement can be found at www.mhhe.com/lenkeit2.

- Important anthropological concepts and terms are set in bold type throughout the text and are clearly explained. The running glossary placed in the margins helps you to focus on these important terms and the glossary at the back of the book provides an alphabetical list of all these terms along with their definitions. Go to the Online Learning Center to test your mastery of key vocabulary by using the vocabulary flashcards. The audio glossary at this site helps you with difficult-to-pronounce words.
- Study questions appear at the end of each chapter so that you can test yourself on chapter content. Multiple choice and true/false questions posted at the Online Learning Center give you the opportunity to quiz yourself on chapter content and receive immediate feedback. Essay questions allow you to explore key chapter concepts through your own writing.
- The Try This prompts in the text were written to actively engage you with the material you've just read. Some of them are rather simple, and you can respond by just thinking about them. Others require you to be analytical and ask you to demonstrate your creativity and critical thinking skills. Recent research in the field of cognitive science reinforces that learning is tied to active involvement with a subject. Bottom line — if you engage with the Try This exercises, you will learn more about anthropology. Additionally, Try This Internet exercises at the Online Learning Center offer chapter-related links to Web sites and activities for you to complete based on these sites.
- References within the text are placed in parentheses and the full reference can be found in the bibliography. You'll also find suggested readings that will direct you to sources for further study. The Web site addresses I've provided were current at the time the book went to press.
- More activities and links are available at the Online Learning Center such as additional Web links, links to *New York Times* related articles, and links to information on careers in anthropology, plus PowerWeb — an on-line research tool that provides you access to full text articles from high-quality academic sources and more.

NEW TO THIS EDITION

The text has been **updated throughout** and **more ethnographic examples** are given; there are now **two new chapters** on marriage, family, residence, kinship, and descent, to provide more coverage and **additional diagrams** to aid your understanding. A new Appendix A, **How to Read an Ethnography**, provides guidelines for your reading of ethnographies that your instructor may have assigned and suggests ways to interface such readings with this text. There are **thumbnail maps** to help you locate the societies discussed, and for the anthropology of play (there really is such a focus area) and for amusement try making the **string figures** in Appendix B (this section has been moved from the fieldwork chapter where it appeared in the first edition).



WALKTHROUGH

A Brief Text ▶

With its manageable number of brief chapters, *Introducing Cultural Anthropology* offers a concise introduction to the field, which can easily be covered in a semester and be supplemented by ethnographies, topical books, and collections of readings.

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Unique Applications

Students are asked to think critically and apply concepts they have learned throughout the book in unique Try This activities.

A Lively Writing Style ▶

Spiced with humor, anecdotes, and an overall conversational tone, *Introducing Cultural Anthropology* reflects the author's twenty-five years of award-winning teaching and her understanding of how to reach beginning students.

