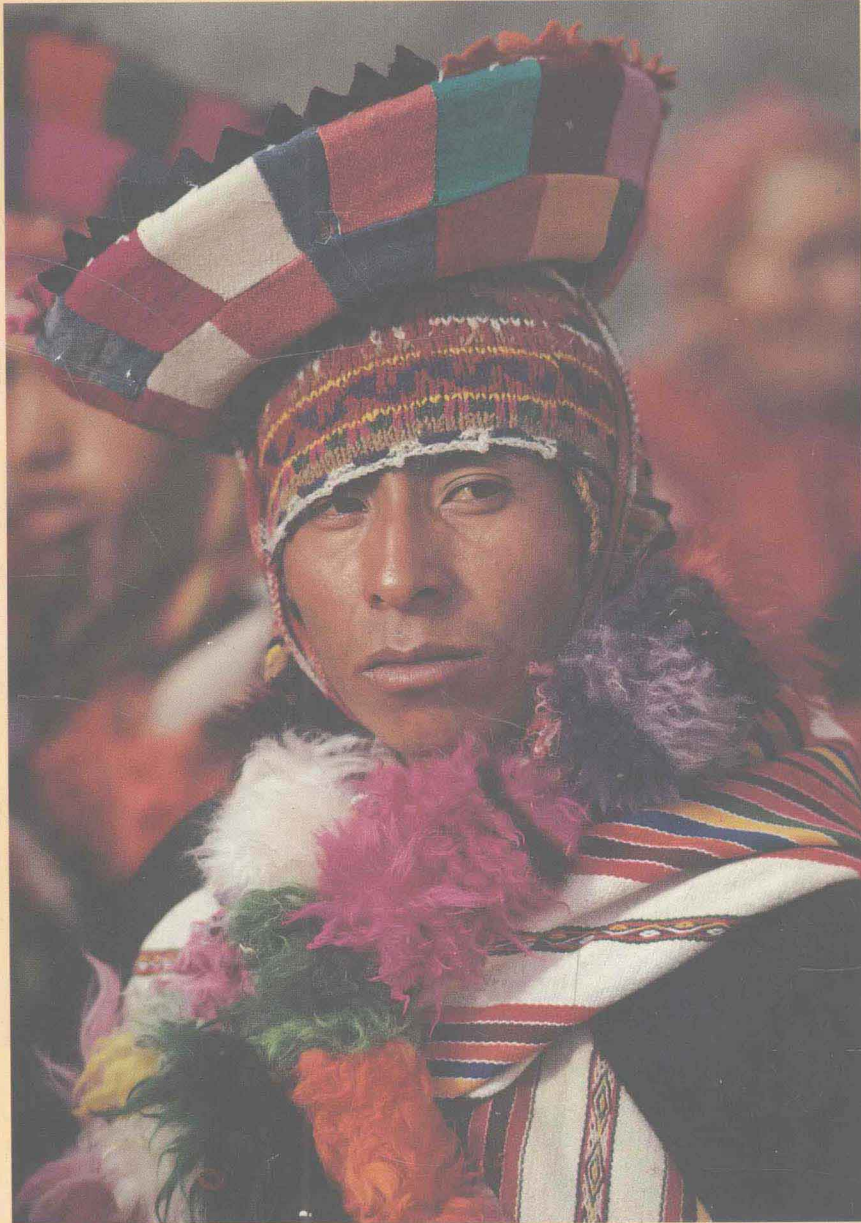


ANTHROPOLOGY



Sixth Edition

M A. HAVILAND



ANTHROPOLOGY

Sixth Edition

WILLIAM A. HAVILAND

University of Vermont

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(Credits continue on page 689.)

ANTHROPOLOGY

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P R E F A C E

PURPOSE OF THE BOOK

This text is designed for college-level introductory anthropology courses. It treats the basic divisions of anthropology—physical and cultural anthropology, including ethnology, linguistics, and prehistoric archeology—and presents the key concepts and terminology germane to each.

The aim of the text is to give the student a thorough introduction to the principles and processes of anthropology. Because it draws from the research and ideas of a number of schools of anthropological thought, the text will expose students to a mix of such approaches as evolutions, historical particularism, diffusionism, functionalism, French structuralism, structural functionalism, and others. This inclusiveness reflects my conviction that, while each of these approaches has important things to say about human behavior, to restrict oneself to one approach, at the expense of the others, is to cut oneself off from important insights. Thorough and scholarly in its coverage, the book is nonetheless simply written and attractively designed to appeal to students. Thus, they will find that it pleases as it teaches.

UNIFYING THEME OF THE BOOK

Although each chapter has been developed as a self-contained unit of study and may be used in any sequence the instructor wishes, a common theme runs through all the chapters. This, along with part introductions which support that theme, serves to convey to students how material in one chapter relates to that in others.

In earlier editions of this book, for want of a better designation, I referred to this common theme as one of environmental adaptation, although I was never very happy with that phrase. Its principal defect is that it implies a fairly straightforward behavioral response to environmental stimuli. But, of course, people don't just react to an environment as given; rather, they react to it as they perceive it, and different groups of people may perceive the same environment in radically different ways. People also react to things other than the environment: their own biological natures, for one, and their beliefs, attitudes, and the consequences of their own behavior, for others. All of these things present them with problems, and people maintain cultures to deal with problems, or matters that concern them. To be sure, their cultures must produce behavior that is generally adaptive, or at least not maladaptive, but this is not the same as saying that cultural practices necessarily arise because they are adaptive in a particular environment.

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. The trick is not just to present facts and concepts, it is to make them *memorable*.

The readability of the text is enhanced by the writing style. The book is designed to present even the most difficult concepts in prose that is clear, straightforward, and easy for today's first and second year students to understand, without feeling that they are being "spoken down to." Where technical terms are necessary, they appear in bold-faced type, are 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 used to illustrate, emphasize, and clarify anthropological concepts. Wherever appropriate, there is a cross-cultural perspective—comparing cultural practices in several different societies, often including the student's own. But while the student should be made aware of the fact that anthropology has important things to say about the student's own society and culture, the emphasis in introductory anthropology should be on non-Western societies and cultures for illustrative purposes. It is a fact of modern life that North Americans share the same planet with great numbers of people who are not only not North Americans but are non-Western as well. Moreover, North Americans constitute a minority, for they account for far less than half the world's population. Yet traditional school curricula emphasize our own surroundings and backgrounds, saying little about the rest of the world. In its March 8, 1976, issue (p. 32), the *Chronicle of Higher Education* documented an increasing tendency toward cultural insularity and ethnocentrism in North American higher education. That the problem persists is clear from a report made public in 1989 by the National Governor's Association, which warned that the economic well-being of the United States was in jeopardy because so many of its citizens are ignorant of the languages and cultures of other nations. More than ever, college students need knowledge about the rest of the world and its peoples. Such a background gives them the global perspective they need to better

understand their own culture and society and their place in today's world. Anthropology, of all disciplines, with its long-standing commitment to combating ethnocentrism, has a unique obligation to provide this perspective.

2. ORIGINAL STUDIES

A special feature of this text consists of the "Original Studies" that are included with each chapter. These studies are selections from case studies and other original works of men and women who have done, or are doing, important anthropological work. Each study, integrally related to the material in the text, sheds additional light on some important anthropological concept or subject area found in the chapter.

The idea behind this feature is to coordinate the two halves of the human brain, which have different functions. While the left (dominant) hemisphere is "logical" and processes verbal input in a linear manner, the right hemisphere is "creative" and less impressed with linear logic. Psychologist James V. McConnell has described it as "an analogue computer of sorts—a kind of intellectual monitor that not only handles abstractions, but also organizes and stores material in terms of Gestalts [that] include the emotional relevance of the experience." Logical thinking, as well as creative problem solving, occurs when the two sides of the brain cooperate. The implication for textbook writers is obvious: To be truly effective, they must reach both sides of the brain. The Original Studies help to do this by conveying some "feel" for humans and their behavior and how anthropologists actually go about studying them. For example, included in Chapter 14 is an Original Study extracted from *The Mbuti Pygmies: Change and Adaptation* by Colin M. Turnbull, who presents an absorbing picture of a way of growing up that stands in marked contrast to the experience of most students who will use this textbook.

Because women have always been an important part of the anthropological enterprise, and students need to realize this, women are well represented as authors of Original Studies in the sixth

edition. Thirteen are by women alone, and another two are authored jointly by women and men.

3. ILLUSTRATIONS

Another means of appealing to the nondominant hemisphere of the brain is through the use of illustrations and other graphic materials. In this text, numerous four-color photos have been used to make important anthropological points by catching the student's eye and mind. Many are unusual in that they are not the "standard" anthropological textbook photographs; each has been chosen because it complements the text in some distinctive way. For example, the pictures on pages 667 and 670 lend an immediacy to the theoretical concept of structural violence by relating it to things students are likely to have heard about on the news: exposure to toxic substances and starvation in the Third World. 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.

4. PREVIEWS AND SUMMARIES

An old and effective pedagogical technique is repetition: "Tell'em what you're going to tell'em, do it, and then tell'em what you've told'em." In order to do just this, each chapter begins with a set of "preview" questions, setting up a framework for studying the contents of the chapter. Following each chapter is a summary containing the kernels of the most important ideas presented in the chapter. The summaries provide handy reviews for the student, without being so long and detailed as to seduce the student into thinking that he or she can get by without reading the chapter itself.

5. SUGGESTED READINGS AND BIBLIOGRAPHY

Also following each chapter is a list of suggested readings that will supply the inquisitive student with further information about specific anthropological points of interests. Each reading is fully

annotated and provides information as to content, value, and readability. The books suggested are oriented toward either the general reader or the interested student who wishes to explore further the more technical aspects of some subject. In addition, the bibliography at the end of the book contains a listing of over 500 books, monographs, and articles from scholarly journals and popular magazines on virtually every topic covered in the text that a student might wish to investigate further.

6. GLOSSARY

In addition to the traditional "end-of-the-book" glossary, this text has a running glossary—marginal definitions of terms from the accompanying text. This catches the student's eye as he or she reads and, so, reinforces the meaning of each newly introduced term. It is also useful for chapter review, as the student may readily isolate those terms introduced in one chapter from those terms introduced in others.

At the same time, the "end-of-the-book" glossary makes it easy to look up terms when the student is not sure which chapter it first appeared in. This glossary is thus an anthropological dictionary in miniature, with each term defined in clear, understandable language. As a result, less class time is required going over terms, leaving instructors free to pursue matters of greater moment.

7. LENGTH

Careful consideration has been given to the length of this book. On the one hand, it had to be of sufficient length to avoid superficiality and/or misrepresentation of the discipline by ignoring or otherwise slighting some important aspects of anthropology. On the other hand, it could not be so long as to present more material than can reasonably be dealt with in a single semester or to be prohibitively expensive. The resultant text is comparable in length to introductory texts in the sister disciplines of economics, psychology, and sociology, even though there is more ground to be covered in an introduction to general anthropology.

ADVANTAGES OF THE SIXTH EDITION

The planning of the sixth edition of *Anthropology* was based on extensive review and criticism by instructors, some of whom were users of the fifth edition of the sister text, *Cultural Anthropology*, and some of whom were users of other texts. In addition, it was my privilege to be chosen as a Participating Author in the American Anthropological Association's Project on Gender and the Anthropological Curriculum, and as such, I was assigned a project member, Lila Abu-Lughod, with whom I worked closely on this revision. Her constructive critical review of chapters from the fifth edition, as well as revisions for the sixth, and her helpful suggestions all along the way were enormously helpful; I am grateful to her as well as to the project's co-directors, Sandra L. Morgen and Mary H. Moran. As all this suggests, one of the major thrusts in the sixth edition was to substantially expand coverage of sex and gender material. In doing so, the decision was made to integrate this with other material, rather than to "ghetto-ize" it in a separate chapter by itself (although the old Chapter 17 on Marriage and the Family has been divided into two new chapters, 17 and 18, largely to accommodate expanded material on sex- and gender-related issues). My position is that gender considerations are so intertwined with the other things that people do that the subject should not be presented as a thing apart. Thus, the reader will find something on gender in almost *every* chapter of the book, while overall coverage in terms of quantity and quality is equivalent to a good solid chapter on the subject.

The other major thrust in this revision was to increase the coverage given Applied Anthropology. Again I have chosen an integrated approach and have added seven new "Applications" boxes to the eleven that were in the fifth edition. Each box relates in some way to the subject matter of the chapter in which it is included. The advantage of this is that the student is constantly reminded that anthropology has many practical applications and that there is a wide range of job opportunities

available outside of academia for people with anthropological training.

The above changes, coupled with the necessary fine tuning and up dating, have improved every feature of the book: topic coverage, readability, continuity, illustrations, Original Studies, Chapter Summaries, Suggested Readings, Glossary, and Bibliography. Many of the illustrations are new to this edition, and captions have been altered or rewritten to ensure that the illustrations supplement the text and clarify concepts that are not always easily rendered into words.

In addition to the substantial rewriting and updating of the text's contents, ten of the twenty-five Original Studies are new. Their topics include "Participant Study on a Motorcycle" by Andrew Cornish (Chapter 1), "*Homo erectus* and the Use of Bamboo" by Geoffrey G. Pope (Chapter 7), "Subsistence Practices of Mousterian Peoples" by Paul Mellars (Chapter 8), "The Importance of Trobriand Women" by Annette B. Weiner (Chapter 12), "Sexism in the English Language" by Robin Lakoff (Chapter 13), "Men and Women in Egalitarian Societies" by Eleanor Leacock (Chapter 15), "Marriage and Affinal Relationships Among the Kiowa" by Jane F. Collier (Chapter 18), "Coping as a Woman in a Man's World" by Margery Wolf (Chapter 19), "Limits on Power in Bedouin Society" by Lila Abu-Lughod (Chapter 21), and "The 'Little Songs' of the Awlad 'Ali" by Lila Abu-Lughod (Chapter 23).

SUPPLEMENTS TO THE TEXT

Ancillaries to be used with *Anthropology*, Sixth Edition, have been skillfully prepared and coordinated by Susan Parman of California State University, Fullerton. They are a student's *Study Guide*, an *Instructor's Manual and Test Bank*, and a *Computerized Test Bank*.

A separate *Study Guide* is now provided to aid student comprehension of the text material. Each chapter of the *Study Guide* presents concise learning objectives and then offers review materials,

exercises, and self-tests to help students achieve these objectives. This supplement to the textbook also includes hints on reading anthropology texts, thinking critically, and relating anthropology to one's life.

The *Instructor's Manual and Test Bank* offers lecture and class activity suggestions corresponding to every chapter of the text, teaching objectives corresponding to the learning objectives in the student's *Study Guide*, and a large selection of multiple-choice test questions coordinated with the teaching/learning objectives and page-referenced to the text.

Introduced with this edition is the publisher's new *ExaMaster™* software program, which offers the test bank in a computerized version in the following formats: IBM, Apple, and Macintosh.

Through common learning and teaching objectives, these supplements are intended to work together as a fully integrated instructional package that is adaptable to different teaching situations. It is my hope that they will encourage interaction between teacher and student, as well.

Instructors also are offered video cassettes from the acclaimed television course, *Faces of Culture*. Each cassette features footage from leading anthropological film makers.

ACKNOWLEDGMENTS

Many people assisted in the preparation of this book, some of them directly, some of them indirectly. In the latter category are all of the anthropologists under whom I was privileged to study at the University of Pennsylvania: Robbins Burling, William R. Coe, Carleton S. Coon, Robert Ehrich, Loren Easley, J. Louis Giddings, Ward H. Goodenough, A. Irving Hallowell, Alfred V. Kidder II, Wilton M. Grogman, Froelich Rainey, Ruben Reina, and Linton Satterthwaite. They may not always recognize the final product, but they all contributed to it in important ways.

A similar debt is owed to all those anthropologists with whom I have worked or discussed research interests and the field in general. There are

too many of them to list here, but surely they have had an important impact on my own thinking and, so, on this book. Finally, the influence of all those who assisted in the preparation of the first five editions must linger on in this new one. They are all listed in the prefaces to the earlier editions, and the sixth edition benefits from their influence.

This revision must also benefit from my continued association with valued colleagues at the University of Vermont: Robert Gordon, William E. Mitchell, Carroll McC. P. Lewin, Stephen L. Pastner, Marjory Power, Peter A. Thomas, and A. Peter Woolfson. All have responded graciously at one time or another to my requests for sources and advice in their various fields of expertise. We all share freely our successes and failures in trying to teach anthropology to introductory students.

Just over five years ago, I was given the opportunity to participate in a free and open discussion between textbook authors and users at the American Anthropological Association's 1984 Annual Meeting (a session organized and chaired by Walter Packard and the Council on Anthropology and Education). From this I got a good sense of what instructors at institutions ranging from community colleges to major universities were looking for in anthropology texts; subsequent insights have come from a special symposium on the teaching of anthropology at the University of Vermont in 1986 (organized by A. Peter Woolfson), and a meeting of textbook authors with members of the Gender and the Anthropology Curriculum Project at the American Anthropological Association's Annual Meeting in 1988. To the organizers and sponsors of all these events, my sincere thanks.

Thanks are also due the anthropologists who made suggestions for this edition, foremost of whom was Lila Abu-Lughod of the Gender Project. Others include Anita Alvarado, University of New Mexico; David Glassman, Southwest Texas State University; Robert Hoover, California Polytech State University; Barry Mitchie, Kansas State University; Richard Seaghon, University of Pittsburgh; Edwin Segal, University of Louisville; Allyn Stearman, University of Central Florida; and John Swetnam, University of Nevada, Las

Vegas. All of their comments were carefully considered; how I have responded of them has been determined by my own perspective of anthropology, as well as my twenty-seven years of experience with undergraduate students. Therefore, neither they nor any of the other anthropologists mentioned here should be held responsible for any defects in this book.

I also wish to acknowledge my debt to a number of nonanthropologists who helped me with this book. The influence of David Boynton, winner of the 1985 Distinguished Service Award of the American Anthropological Association and my editor at Holt, Rinehart and Winston until his retirement in 1983, I am sure lingers on. So, too, does the influence of Kirsten Olson who has moved on to new challenges. My present editors, Chris Klein and Meera Dash, have been immensely helpful in seeing this edition through to production and have been a pleasure to work with.

I also wish to thank the skilled new editing, design, and production team at Holt, Rinehart and Winston in Fort Worth, including Tad Gaither, Production Manager; Mark Hobbs, Senior Project Editor; and John Ritland, Art and Design Supervisor.

The greatest debt of all is owed my wife, Anita de Laguna Haviland, who has had to put up with my preoccupation with this revision, reminding me when it's time to feed the livestock or play midwife to the sheep in the barn. In addition, she took on the task of feeding revised text into the word processor, bringing me at last into the world of "high tech" and delivering my editors from the frustration of dealing with cut-and-paste copy full of pencilled-in changes. As if this were not enough, she has been a source of endless good ideas on things to include and ways to express things. The book has benefitted enormously from her involvement.

ABOUT THE AUTHOR



Dr. William A. Haviland is professor of anthropology at the University of Vermont, where he has taught since 1965. He holds bachelor's, master's, and doctoral degrees in anthropology from the University of Pennsylvania and has published widely on archaeological, ethnological, and physical anthropological research carried out in Guatemala, Maine, and Vermont. In 1989, he served as an expert witness for the Abenaki Indians in a court case concerned with aboriginal fishing rights. Dr. Haviland is a member of many professional societies, including the American Anthropological Association and the American Association for the Advancement of Science. In 1988, he partici-

pated in *Gender and the Anthropology Curriculum*, a project sponsored by the American Anthropological Association.

One of Dr. Haviland's greatest loves is teaching, which originally prompted him to write textbooks in anthropology. He says that he learns something new every year from his students about what they need to get out of their first college course in anthropology. In addition to *Anthropology*, Dr. Haviland has written two other popular textbooks published by Holt, Rinehart and Winston for students of anthropology.

CASE STUDIES IN
CULTURAL
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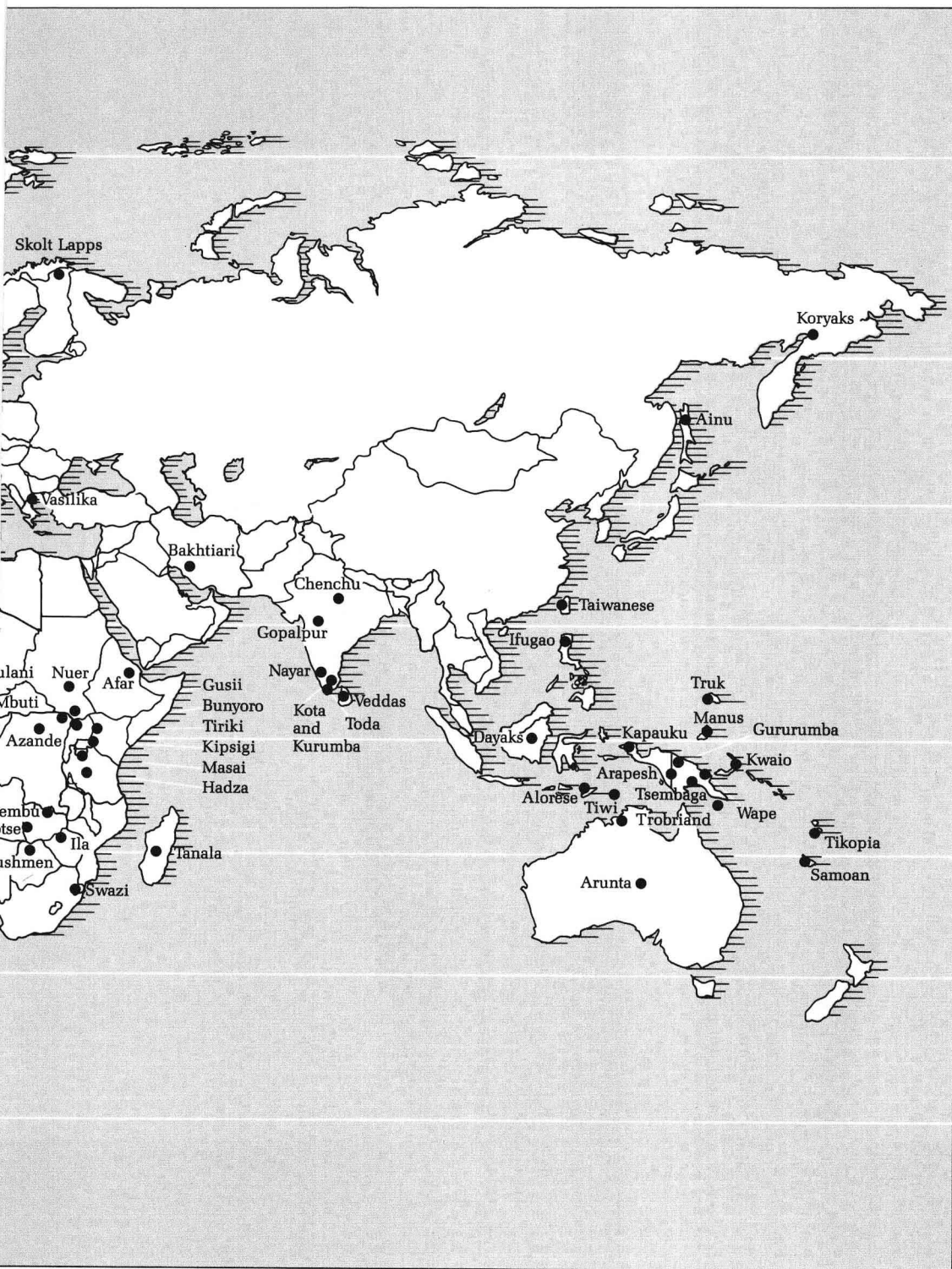
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Other Titles

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In their attempt to understand human behavior, anthropologists study all peoples, past and present, Western and non-Western. This pottery vessel, from the North Coast of Peru, was made between A.D. 200 and 500 and depicts hunting scenes.

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