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Anthropology

TWELFTH EDITION

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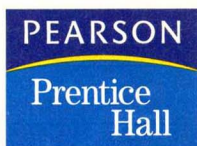
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Preface

The human species may be the most widespread species in the world today. Humans have been moving tremendous distances ever since *Homo Erectus* moved out of Africa. In the last 100 years or so, the number of migrants has grown enormously. For example, between the 1880s and 1920s, 20 million people left China for other parts of Asia, the Americas, and many other places around the world. And the migrations continue today. With jet planes, cell phones, and the internet, people live more and more global lives, and often move back and forth from one country to another. Anthropology is increasingly studying immigrant populations and the flow of people and ideas across the globe. To highlight the importance of these movements, we have prepared a new box feature for this edition which we call “Migrants and Immigrants.” About half the chapters now contain a box about some aspect of the movement of people, ranging from prehistory to recent times. Examples include why some immigrant groups retained their “mother tongues” longer than others, the spread of foods in recent times, arranging marriages in the diaspora, and the problem of refugees.

New to this edition is a map feature with text to highlight migration, immigration, and globalization. We have included maps to illustrate human origins in Africa and the spread of earlier hominids. We also illustrate European exploration, the slave trade, and 19th century migrations, among other things about human history. (For more on the maps, see the features section on page xvi.)

In updating the book, we try to go beyond descriptions, as always. We are interested not only in *what* humans are and were like; we are also interested in *why* they got to be that way, in all their variety. When there are alternative explanations, we try to communicate the necessity to evaluate them logically as well as on the basis of the available evidence. Throughout the book, we try to communicate that no idea, including ideas put forward in textbooks, should be accepted even tentatively without supporting tests that could have gone the other way.

Organization of the Text

Part I: Introduction

Chapter 1: What Is Anthropology?

Chapter 1 introduces the student to anthropology. We discuss what we think is distinctive about anthropology in general, and about each of its subfields in particular. We outline how each of the subfields is related to other disciplines such as biology, psychology, and sociology. We direct attention to the increasing importance of applied anthropology and the importance of understanding oth-

ers in today's more globalized world. There are three boxes on individual anthropologists—an archaeologist, an ethnographer, and an applied anthropologist—and their work.

Chapter 2: How We Discover the Past

This chapter gives an overview of archaeological and paleoanthropological research. We discuss the types of evidence archaeologists and paleoanthropologists use to reconstruct the past, the methods they use to collect the evidence, and how they go about analyzing and interpreting the evidence of the past. We also describe the many techniques used by archaeologists and paleoanthropologists to determine the age of archaeological materials and fossils. For this edition we have revised the section on dating techniques and added a section on ethics in archaeology. There are two boxes, one examining the evidence for unilinear trends in cultural evolution, the other considering how gender is studied by archaeologists.

Part II: Human Evolution: Biological and Cultural

Chapter 3: Genetics and Evolution

This chapter discusses evolutionary theory as it applies to all forms of life, including humans. Following an extensive review of genetics and the processes of evolution, including natural selection and what it means, we discuss how natural selection may operate on behavioral traits and how cultural evolution differs from biological evolution. We consider ethical issues posed by the possibility of genetic engineering. For this edition we have expanded our discussion of creationism and added a section on intelligent design. We also added a discussion of hybridization as a potentially important process of evolution. The first box feature examines the evidence suggesting that evolution proceeds abruptly rather than slowly and steadily. The second box feature discusses whether genetic engineering should be feared.

Chapter 4: The Living Primates

This chapter describes the living nonhuman primates and their variable adaptations as background for understanding the evolution of primates in general and humans in particular. After describing the various kinds of primate, we discuss the distinctive features of humans in comparison with the other primates. The chapter ends with a discussion of some possible explanations of how the primates differ—in body and brain size, size of social group, and female sexuality. The first box feature deals with how and why many primates are endangered and

how they might be protected. The second box feature describes a primatologist and some of her work.

Chapter 5: Primate Evolution: From Early Primates To Hominoids

This chapter begins with the emergence of the early primates and ends with what we know or suspect about the Miocene apes, one of whom (known or unknown) was ancestral to bipedal hominids. We link major trends in primate evolution to broader environmental changes that may have caused natural selection to favor new traits. The chapter has been thoroughly updated for this edition, and we have added a section on the evolution of variations in primates. We also added material on the newly discovered *Pierolapithecus* middle Miocene ape. To highlight how theory is generated and revised, the first box deals with how a paleoanthropologist has reexamined his own theory of primate origins. The second box describes a giant ape that lived at the same time as the first humans, and why that ape may have become extinct.

Chapter 6: The First Hominids

This chapter discusses the evolution of bipedal locomotion—the most distinctive feature of the group that includes our genus and those of our direct ancestors, the australopithecines. We discuss the various types of australopithecines and how they might have evolved. This chapter has been extensively revised to include discussions of new species and theories of hominid evolution. It also contains a much expanded discussion of gracile australopithecines. There are two boxes. The first discusses new australopithecine finds and how they appear to fit into our current understanding of human evolution. The second describes the technique of cladistic analysis, widely used by paleoanthropologists to chart evolutionary relationships.

Chapter 7: The Origins of Culture and the Emergence of *Homo*

This chapter examines the first clear evidences of cultural behavior—stone tools—and other clues suggesting that early hominids had begun to develop culture around 2.5 million years ago. We discuss what culture is and how it may have evolved. We then discuss the hominids—the first members of our genus, *Homo*—who are most likely responsible for the early signs of cultural behavior, and then we discuss *Homo erectus*, the first hominid to leave Africa and the first to demonstrate complex cultural behavior. New to this edition is an overview of *Homo floresiensis* and discussions of the genetic evidence for early human movements out of Africa. The first box explains how archaeologists and paleoanthropologists distinguish stone tools from ordinary rocks. The second box, one of the new boxes on “Migrants and Immigrants,” discusses research on when hominids first migrated out of Africa.

Part III: Modern Humans

Chapter 8: The Emergence of *Homo Sapiens*

This chapter examines the transition between *Homo erectus* and *Homo sapiens* and the emergence of modern-looking humans. In keeping with our global orientation,

we discuss fossil and archaeological evidence from many areas of the world, not just Europe and the Near East. We give special consideration to the Neandertals and the question of their relationship to modern humans. While keeping a balance between the various models of modern human origins, we provide new evidence from genetics and fossils that seems to support the “Out of Africa” model over the “Multiregional” model. One box feature describes how paleoanthropologists and artists work together to reconstruct the faces of early humans. The second box examines patterns of growth and development among Neandertals as a way of evaluating how long their period of infancy was.

Chapter 9: The Upper Paleolithic World

This chapter considers the cultures of modern humans in the period before agriculture developed—roughly 40,000 to 10,000 years ago. We examine their tools, their economies, and their art—the first art made by humans. We also discuss human colonization of North and South America, and the impact of humans on the new environments they encountered. The first box considers how women are depicted in Upper Paleolithic art. The second box, one of the “Migrants and Immigrants” boxes, examines the possible routes humans may have taken in their migration to the Americas.

Chapter 10: Origins of Food Production and Settled Life

This chapter deals with the emergence of broad-spectrum collecting and settled life, and then the domestication of plants and animals, in various parts of the world. Our discussion focuses mainly on the possible causes and consequences of these developments in Mesoamerica and the Near East, the areas best known for these developments, but we also consider southeast Asia, Africa, North and South America, and Europe. For this edition we have expanded our discussion of the genetic evidence showing how and when particular plants first became domesticated. The first box discusses the domestication of dogs and cats. The second box describes how researchers are finding out about ancient diets from chemical analysis of bones and teeth.

Chapter 11: Origins of Cities and States

This chapter deals with the rise of civilizations in various parts of the world and the theories that have been offered to explain the development of state-type political systems. Our focus is on the evolution of cities and states in Mesoamerica and the Near East, the areas archaeologists know best, but we also discuss the rise of cities and states in South America, South Asia, China, and Africa. For this edition we added information on the new discoveries of early states in Peru. We discuss how states affect people living in them and their environments. We conclude with a discussion of the decline and collapse of states. There are two boxes. The first discusses the consequences of ancient imperialism for women’s status. The second, one of the “Migrants and Immigrants” boxes, discusses the links between imperialism, colonialism, and the state.

Chapter 12: Human Variation and Adaptation

In this chapter we bring the discussion of human genetics and evolution into the present, dealing with physical variation in living human populations and how physical anthropologists study and explain such variation. We examine how both the physical environment and the cultural environment play important roles in human physical variation. In a section on “race” and racism we discuss why many anthropologists think the concept of “race” as applied to humans is not scientifically useful. We discuss the myths of racism and how “race” is largely a social category in humans. The first box is one of the new “Migrants and Immigrants” box features, and deals with physical differences between native and immigrant populations; the second box deals with differences in average I.Q. scores and what they mean.

Part IV: Cultural Variation

In most of the chapters that follow, we try to convey the range of cultural variation with ethnographic examples from all over the world. Wherever we can, we discuss possible explanations of why societies may be similar or different in regard to some aspect of culture. If anthropologists have no explanation as yet for the variation, we say so. But if we have some idea of the conditions that may be related to a particular kind of variation, even if we do not know yet why they are related, we discuss that too. If we are to train students to go beyond what we know now, we have to tell them what we do not know, as well as what we think we know.

Chapter 13: The Concept of Culture

This chapter introduces the concept of culture and includes an expanded discussion of the concept of society. We first try to convey a feeling for what culture is before dealing more explicitly with the concept and some assumptions about it. A section on cultural relativism puts the concept in its historical context and discusses recent thinking on the subject. We discuss the fact that individual behavior varies in all societies and how such variation may be the beginning of new cultural patterns. The first box is one of the new “Migrants and Immigrants” box features, and discusses the increasing cultural diversity within countries of the world as a result of immigration and migration. The second box, which asks whether Western countries are ethnocentric in their ideas about human rights, incorporates the debate within anthropology about cultural relativism. The third box discusses an applied anthropologist’s view of why Bedouin are reluctant to settle down.

Chapter 14: Theoretical Approaches in Cultural Anthropology

New to this edition is a separate chapter on theoretical approaches in cultural anthropology. Although some theoretical approaches were contained in the previous edition in a chapter on theory and evidence in cultural anthropology, we have responded to reviewers’ requests for more on theory. The various theoretical orientations or approaches are discussed in more or less historical sequence.

The box uses a research question about the Abelam of New Guinea to illustrate how different theoretical orientations suggest different types of answers.

Chapter 15: Explanation and Evidence

In this chapter we discuss what it means to explain and what kinds of evidence are needed to evaluate an explanation. We end with a discussion of the major types of study in cultural anthropology—ethnography, ethnohistory, within-culture comparisons, regional comparisons, and worldwide cross-cultural comparisons. Consistent with our expanded discussion of ethics, we have added a new section on ethics in fieldwork. We have expanded our discussion of cross-cultural research. The first box explores the differences between scientific and humanistic understanding and points out that the different approaches are not really incompatible. In the second box, we have two purposes: One is to give a feeling for the experience of fieldwork; the second is to use the Mead-Freeman controversy to explore the issue of how we can know that an ethnographer is accurate.

Chapter 16: Communication and Language

We begin by discussing communication in humans and other animals. We have expanded our discussion of non-verbal human communication to include kinesics and paralanguage. We describe the debate about the degree of difference between human and nonhuman primate language abilities. We discuss the origins of language and how creoles and children’s language acquisition may help us understand the origins. We have added new research on infant understanding of language. We describe the fundamentals of descriptive linguistics and the processes of linguistic divergence. After discussing the interrelationships between language and other aspects of culture, we discuss the ethnography of speaking and the differences in speech by status, gender, and ethnicity. We discuss interethnic or intercultural communication, indicating how linguists can play a role in helping people improve their cross-cultural communication. At the end of the chapter we have added a new section on writing and literacy. The first box discusses language extinction and what some anthropologists are doing about it. To stimulate thinking about the possible impact of language on thought, we ask in the second box whether the English language promotes sexist thinking. The last box, which is part of the new series on “Migrants and Immigrants,” discusses why some immigrant groups retain their “mother tongues” longer than others.

Chapter 17: Getting Food

Chapter 17 discusses how societies vary in getting their food, how they have changed over time, and how the variation seems to affect other kinds of cultural variation—including variation in economic systems, social stratification, and political life. We include a discussion of “market foragers” to emphasize that most people in a modern market economy are not in fact producers of food. We have expanded our discussion of complex foragers for this edition. The first box deals with the change from “Man the Hunter” to “Woman the Gatherer,” and we

raise the question of whether either view is accurate. Although it is commonly thought that industrialization is mainly to blame for negative developments in the environment, our second box deals with the negative effects in preindustrial times of irrigation, animal grazing, and overhunting. Our third box, which is new and part of the “Migrants and Immigrants” set, explores where particular foods came from and how different foods and cuisines spread around the world as people migrated.

Chapter 18: Economic Systems

Chapter 18 discusses how societies vary in the ways they allocate resources (what is “property” and what ownership may mean), convert or transform resources through labor into usable goods, and distribute and perhaps exchange goods and services. We have expanded and updated the discussions of pastoralists, decision-making about work, and Chayonov’s rule, and we have added a discussion of experimental evidence on sharing and cooperation. The first box addresses the controversy over whether communal ownership leads to economic disaster. The second box, which is part of the new series on “Migrants and Immigrants,” discusses the impact of working abroad and sending money home. The third box illustrates the impact of the world system on local economies, with special reference to the deforestation of the Amazon.

Chapter 19: Social Stratification: Class, Ethnicity, and Racism

This chapter explores the variation in degree of social stratification and how the various forms of social inequality may develop. We discuss how egalitarian societies work hard to prevent dominance, and the controversy about whether pastoral societies with individual ownership of animals are egalitarian. We have added a new section on the recognition of social class and how people in the United States generally deny the existence of class. We have expanded our section on the castelike nature of racism in the northern United States. We end with an extensive discussion of “race,” racism, and ethnicity and how they often relate to the inequitable distribution of resources. The first box discusses social stratification on the global level—how the gap between rich and poor countries has been widening, and what may account for that trend. The second box discusses possible reasons for disparities in death by disease between African Americans and European Americans.

Chapter 20: Sex, Gender, and Culture

In the first part of Chapter 20 we open with a new section on culturally varying gender concepts, including cultures that have more than two genders. We discuss how and why sex and gender differences vary cross-culturally. In addition to discussing the gender division of labor in primary and secondary subsistence, we have added a section on how and why females generally work harder. We include material on female hunting and what impact it has on theories about the gender division of labor, and we have revised our discussion of gender roles in warfare. In the second part of the chapter we discuss variation in sexual

attitudes and practices. Following revised sections on marital sex and extramarital sex, there is an expanded discussion of homosexuality, including female-female relationships. In the first box, we examine cross-cultural research about why some societies allow women to participate in combat. A second box discusses research on why women’s political participation may be increasing in some Coast Salish communities of western Washington State and British Columbia, now that they have elected councils.

Chapter 21: Marriage and the Family

After discussing various theories about why marriage might be universal, we move on to discuss variation in how one marries, restrictions on marriage, whom one should marry, and how many one should marry. We close with a discussion of variation in family form. We introduce recent research on the Hadza that supports one of the theories about marriage. We now discuss the phenomenon of couples choosing to live together, and we have expanded our discussion of behavioral ecological theories about polygyny. Our new box in the “Migrants and Immigrants” series discusses arranged marriage and how it has changed among South Asian immigrants in England and the United States. To introduce topics regarding the husband-wife relationship that are only beginning to be investigated, the second box discusses variation in love, intimacy, and sexual jealousy. The third updated box discusses why one-parent families are on the increase in countries like ours.

Chapter 22: Marital Residence and Kinship

This chapter has been rearranged so that explanations of all types of residence can be found together. We hope the discussion of kinship now flows more smoothly. In addition to explaining the variation that exists in marital residence, kinship structure, and kinship terminology, this chapter emphasizes how understanding residence is important for understanding social life. The first box discusses the possible relationship between neolocality and adolescent rebellion. The second box is on how variation in residence and kinship affects the lives of women. The new third box, on “Migrants and Immigrants,” discusses the role that Chinese lineages play in supporting migration and making a living in the diaspora.

Chapter 23: Associations and Interest Groups

We discuss the importance of associations in many parts of the world, particularly the increasing importance of voluntary associations. We have expanded the section on rotating-credit associations, discussing the variety of types of such association. We discuss how they work to provide lump sums of money to individuals, how they are especially important to women, and how they become even more important when people move to new places. The first box addresses the question of whether separate women’s associations increase women’s status and power. The second box discusses why street gangs develop and why they often become violent. The new last box, in the “Migrants and Immigrants” series, discusses the role of ethnic associations in Chinatowns in North America.

Chapter 24: Political Life: Social Order and Disorder

We look at how societies have varied in their levels of political organization, the various ways people become leaders, the degree to which they participate in the political process, and the peaceful and violent methods of resolving conflict. We discuss how colonialization has transformed legal systems and ways of making decisions and we have expanded our discussion of states as empires. The new box in the “Migrants and Immigrants” series discusses the role of migrants in the growth of cities. The second box deals with the cross-national and cross-cultural relationship between economic development and democracy. The third box deals with how new local courts among the Abelam of New Guinea are allowing women to address sexual grievances.

Chapter 25: Psychology and Culture

Chapter 25 discusses some of the universals of psychological development, some psychological differences between societies and what might account for them, how people in different societies conceive of personality differently (e.g., in regard to the concept of self), and how knowledge of psychological processes may help us understand cultural variation. We identify some larger processes that may influence personality, such as the importance of the settings that children are placed in and how native theories (“ethnotheories”) about parenting vary by culture. We have updated the section on schooling to show how schooling might increase patience, and we have added a discussion of the inconsistency between U.S. parents’ expectations of independence in their children and their encouragement of dependency. The first box refers to a comparison of preschools in Japan, China, and the United States, discussing how schools may consciously and unconsciously teach values. The second box discusses the idea that women may have a different sense of themselves than men have, and therefore a different sense of morality.

Chapter 26: Religion and Magic

After discussing why religion may be culturally universal, we discuss variation in religious belief and practice with extensive examples. We discuss revitalization movements and how humans tend to anthropomorphize in the face of unpredictable events. We have expanded our sections on life after death, divination, and our discussion of why women may predominate in possession trances. The first box discusses research on New England fishermen that suggests how their taboos, or “rituals of avoidance,” may be anxiety reducing. The second box, which is part of the new “Migrants and Immigrants” set, discusses the role of colonialism in religious change. The last box discusses the emergence of new religions and points out that nearly all the major churches or religions in the world began as minority sects or cults.

Chapter 27: The Arts

After discussing how art might be defined and the appearance of the earliest art, we discuss variation in the visual arts, music, and folklore, and review how some of those

variations might be explained. In regard to how the arts change over time, we discuss the myth that the art of “simpler” peoples is timeless, and how arts have changed as a result of European contact. We address the role of ethnocentrism in studies of art with a section on how Western museums and art critics look at the visual art of less complex cultures. The first box discusses how art varies with different kinds of political systems. The second box, dealing with universal symbolism in art, reviews recent research on the emotions displayed in masks. The last box, which is new and part of the “Migrants and Immigrants” set, discusses the spread of popular music.

Chapter 28: Culture Change and Globalization

After discussing the ultimate sources of culture change—discovery and innovation—we discuss some of what is known about the conditions under which people are likely to accept innovations. We discuss the costs and benefits of innovations, and types of external and internal pressures for culture change. We draw particular attention to processes of change in the modern world including colonialization, commercialization, industrialization, and globalization. We also discuss the rise of new cultures or ethnogenesis. We close with a discussion of the likelihood of cultural diversity in the future. We have added a new section on the rise of fundamentalist movements. We point out that globalization does not always result in similarity and how McDonald’s in Japan has become very Japanese. We discuss how worldwide communication can sometimes allow the less powerful to be heard. To convey that culture change often has biological consequences, the first box discusses obesity, hypertension, and diabetes as health consequences of modernization. The second box examines culture change in China—what has changed because of government intervention and what has nevertheless persisted.

Part V: Using Anthropology

Chapter 29: Applied and Practicing Anthropology

This chapter discusses the types of jobs outside of academia, the history and types of applied anthropology in the United States, the ethical issues involved in trying to improve people’s lives, the difficulties in evaluating whether a program is beneficial, and ways of implementing planned changes. We point out how applied anthropologists are playing more of a role in planning, rather than serving just as peripheral advisers to change programs already in place. We have expanded our discussion of ethics to include issues in archaeology and physical anthropology, for example the case of “Kennewick Man.” The two boxes show how anthropologists have been able to help in business and in reforestation.

Chapter 30: Medical Anthropology

This chapter discusses cultural understandings of health and illness, the treatment of illness (particularly from a biocultural rather than just a biomedical point of view), political and economic influences on health, and more

material on the contributions of medical anthropologists to the study of various health conditions and diseases. Those conditions and diseases include AIDS, mental and emotional disorders, the folk illness *susto*, depression, and undernutrition. The first box deals with why an applied medical project didn't work. The second box, which is part of the new set on "Migrants and Immigrants," discusses the spread of leprosy. The third box, now considerably revised on the basis on recent research, deals with eating disorders, biology, and the cultural construction of "beauty."

Chapter 31: Global Social Problems

In this chapter we discuss the relationship between basic and applied research, and how research may suggest possible solutions to various global social problems, including natural disasters and famines, homelessness, crime, family violence, war, and terrorism. The section on family violence has been updated with new research on corporal punishment and the effects of television on children. There are three boxes; the last one is new. One is on global warming and our dependence on oil. The second is on ethnic conflicts and whether or not they are inevitable. The last box, in the new series on "Migrants and Immigrants," describes how the problem of refugees has become a global problem.

Features New to This Edition

Migrant and Immigrant Map Feature

To emphasize this important theme, we have adapted maps originally produced by Dorling Kindersley—a leading publisher of educational maps—to highlight aspects of human migration and globalization.

Map Table of Contents:

- Map 1. *The Living Primates*
- Map 2. *The Spread of Modern Humans*
- Map 3. *The Spread of Agriculture*
- Map 4. *The First Civilizations*
- Map 5. *The Spread of Writing*
- Map 6. *European Expansion in the 16th Century*
- Map 7. *Biological Exchanges*
- Map 8. *Trading in Human Lives*
- Map 9. *Migration in the 19th Century*
- Map 10. *Trade in the 19th Century*

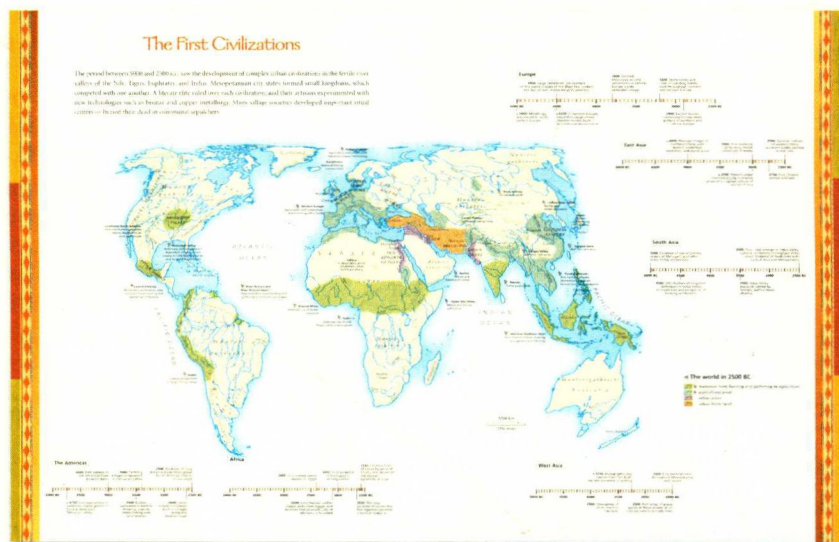
Migrants and Immigrants Box Feature

These boxes deal with humans on the move, and how migration and immigra-

tion have impacted recent and contemporary social life. Examples include why some immigrant groups retained their "mother tongues" longer than others, the spread of foods in recent times, arranging marriages in the diaspora, and the problem of refugees.

New Chapter on Theoretical Approaches. We have decided to reintroduce a separate chapter on theoretical approaches in cultural anthropology, which reviewers suggested. This new chapter now complements the separate chapter on "Explanation and Evidence," which has new material on ethics in fieldwork and an expanded discussion of cross-cultural research. Ethical issues are also discussed in various other chapters.

Discovering Anthropology: Researchers at Work. New to this edition, we have compiled a book of case studies that provides students with engaging, up-to-date examples of anthropologists at work. The original articles were commissioned by us to highlight the personal experiences of anthropologists as they conduct research; we have chosen one case study to correspond with every chapter in the textbook. Discussion and homework questions about the case studies can be found at the end of every chapter in the text.





Research Navigator™ Exercises. At the end of every chapter, students are given an exercise that asks them to use Research Navigator™, a powerful database search engine. Students can be encouraged to use the resources found on Research Navigator™ to discover more about the changes that are occurring in the field of anthropology.

Features Retained in This Edition

Current Research and Issues Boxes. These boxes deal with current research, topics students may have heard about in the news, and research controversies in anthropology. Examples of current research are: variation in love, intimacy, and sexual jealousy in the husband-wife relationship; the increase in single-parent families; and the universality of emotions expressed in masks. Examples of current issues in the news are: whether inequality between countries is increasing; and whether ethnic conflicts are ancient hatreds. Examples of topics that are currently the subject of debate in the profession are: science versus humanism; and human rights versus cultural relativity.



New Perspectives on Gender Boxes. These boxes involve issues pertaining to sex and gender, both in anthropology and everyday life (examples: sexism in language; separate women's associations and women's status and power; morality in women versus men).

Applied Anthropology Boxes. These boxes deal with some of the ways anthropologists have studied or applied their knowledge to health and other practical problems (examples: deforestation in the Amazon, preventing the extinction of languages, modernization and obesity).

Readability. We derive a lot of pleasure from trying to describe research findings, especially complicated ones, in ways that introductory students can understand. Thus, we try to minimize technical jargon, using only those terms students must know to appreciate the achievements of anthropology and to take advanced courses. We think readability is important, not only because it may enhance the reader's understanding of what we write, but also because it should make learning about anthropology more enjoyable! When new terms are introduced, which of course must happen sometimes, they are set off in boldface type and defined in the text (and in the glossary at the end of the book).

Student Friendly Pedagogy

Glossary. At the end of each chapter we list the new terms that have been introduced; these terms were identified by boldface type and defined in the text. We deliberately do not repeat the definitions at the end of the chapter to allow students to ask themselves if they know the terms. However, we do provide page numbers to find the definitions and we also provide all the definitions again in the Glossary at the end of the book.

Summaries. In addition to the outline provided at the beginning of each chapter, there is a detailed summary at the end of each chapter that will help the student review the major concepts and findings discussed.

Critical Questions. We provide three or four questions at the end of each chapter that will stimulate thinking about the implications of the chapter. The questions do not ask for repetition of what is in the text. We want students to imagine, to go beyond what we know or think we know.

End of Book Notes. Because we believe in the importance of documentation, we think it essential to tell our readers, both professionals and students, what our conclusions are based on. Usually the basis is published research. The abbreviated notes in this edition provide information to find the complete citation in the bibliography at the end of the book.

Supplements

This textbook is part of a complete teaching and learning package that has been carefully created to enhance the topics discussed in the text.

Instructor's Resource Manual with Tests: (0-13-227756-5) For each chapter in the text, this valuable resource provides a detailed outline, list of objectives, discussion questions and classroom activities. In addition, test questions in multiple-choice and short answer formats are available for each chapter; the answers to all questions are page-referenced to the text.

TestGEN-EQ: (0-13-227757-3) This computerized software allows instructors to create their own personalized exams, to edit any or all of the existing test questions and to add new questions. Other special features of this program include random generation of test questions, creation of alternate versions of the same test, scrambling question sequence, and test preview before printing.

Prentice Hall Anthropology PowerPoint® Slides: These PowerPoint slides combine graphics and text for each chapter in a colorful format to help you convey anthropological principles in a new and exciting way. For easy access, they are available on the Faculty Resources on CD, within the instructor portion of the OneKey for *Anthropology*, 12/E, or at www.prenhall.com

Faculty Resources on CD-ROM: (0-13-227759-X) Pulling together all of the media assets available to instructors, this CD allows instructors to insert media—PowerPoint® slides of graphs, charts, maps—into their classroom presentations. This CD also offers electronic versions of the Instructor's Manual and Test Item file.

Strategies in Teaching Anthropology, Fourth Edition: (0-13-173371-0) Unique in focus and content, this book focuses on the “how” of teaching Anthropology across all of its sub-fields: Cultural, Social, Biological, Archaeology, and Linguistics to provide a wide array of associated learning outcomes and student activities. It is a valuable single-source compendium of strategies and teaching “tricks of the trade” from a group of seasoned teaching anthropologists—working in a variety of teaching settings—who share their pedagogical techniques, knowledge, and observations. Please see your local Prentice Hall sales representative for more information.



OneKey: This innovative, passcode protected resource pulls together the teaching and learning materials associated with the text and integrates them into a single location. For students, OneKey offers video, animations, interactive exercises, assignments, and an interactive e-book. Instructors can access all student materials, presentation materials, assessment materials, and communication tools tied to *Anthropology, 12/E*. For a preview of OneKey or for more on ordering information, please visit <http://www.prenhall.com/onekey> or see your local Prentice Hall representative.

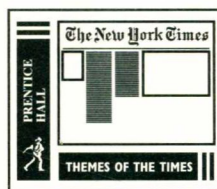
Study Guide: (0-13-227754-9) This complete guide helps students to review and reflect on the material presented in *Anthropology*. Each of the chapters in the Study Guide provides an overview of the corresponding chapter in the student text, summarizes its major topics and concepts, offers review exercises, and features end-of-chapter tests with solutions.



Companion Website™: (0-13-227755-7) This online study guide provides unique support to help students with their studies in anthropology. Featuring a variety of interactive learning tools, including online quizzes with immediate feedback, this site is a comprehensive resource organized according to the chapters in *Anthropology, 12/E*. It can be found at www.prenhall.com/ember.

Discovering Anthropology: Researchers at Work: (0-13-227762-X) This collection of case studies provides examples of anthropologists working in a variety of settings. The case studies are correlated with the chapters of *Anthropology, 12/E*, and the end of chapter material in the text contains discussion and homework questions directly tied to the case study.

The New York Times/Prentice Hall eThemes of the Times: The New York Times and Prentice Hall are sponsoring *eThemes of the Times*, a program designed to en-



hance student access to current information relevant to the classroom. Through this program, the core subject matter provided in the text is supplemented by a collection of timely articles downloaded from one of the world's most distinguished newspapers, *The New York Times*. These articles demonstrate the vital, ongoing connection between what is learned in the classroom and what is happening in the world around us. Access to *The New York Times/Prentice Hall eThemes of the Times* is available on the *Ember Companion Website™* or the *Ember OneKey Website*.

Research Navigator™: Research Navigator™ can help students to complete research assignments efficiently and with confidence by providing three exclusive databases of high-quality, scholarly and popular articles accessed by easy-to-use search engines.

- **EBSCO's ContentSelect™ Academic Journal Database**, organized by subject, contains many of the leading academic journals for anthropology. Instructors and students can search the online journals by keyword, topic, or multiple topics. Articles include abstract and citation information and can be cut, pasted, e-mailed, or saved for later use.
- **The New York Times Search-by-Subject Archive** provides articles specific to anthropology and is searchable by keyword or multiple keywords. Instructors and students can view full-text articles from the world's leading journalists writing for *The New York Times*.
- **Link Library** offers editorially selected “best of the web” sites for anthropology. Link Libraries are continually scanned and kept up to date, providing the most relevant and accurate links for research assignments.

Gain access to Research Navigator™ by using the access code found in the front of the brief guide called *The Prentice Hall Guide to Research Navigator™* or by accessing the OneKey Website. Please contact your Prentice Hall representative for more information.

The Dorling Kindersley/Prentice Hall Atlas of Anthropology: Beautifully illustrated by Dorling Kindersley, with narrative by leading archaeological author Brian M. Fagan, this striking atlas features 30 full-color maps, timelines, and illustrations to offer a highly visual but explanatory geographical overview of topics from all four fields of anthropology. Please contact your Prentice Hall representative for ordering information.

Acknowledgments

We thank the people at Prentice Hall for all their help, and particularly Nancy Roberts, Publisher for the Social Sciences; Jan Pushard for seeing the manuscript through the production process, and Sheila Norman for photo research.

We want to thank the following for reviewing our chapters and making suggestions about them:

Garrett Cook, Baylor University
Daniel R. Maher, University of Arkansas-Fort Smith
Sheperd Jenks, Albuquerque TVI Community College

Thank you all, named and unnamed, who gave us advice.

Carol R. Ember, Melvin Ember, and Peter N. Peregrine

About the Authors



Carol R. Ember started at Antioch College as a chemistry major. She began taking social science courses because some were required, but she soon found herself intrigued. There were lots of questions without answers, and she became excited about the possibility of a research career in social science. She spent a year in graduate school at Cornell studying sociology before continuing on to Harvard, where she studied anthropology primarily with John and Beatrice Whiting.

For her Ph.D. dissertation she worked among the Luo of Kenya. While there she noticed that many boys were assigned "girls' work," such as babysitting and household chores, because their mothers (who did most of the agriculture) did not have enough girls to help out. She decided to study the possible effects of task assignment on the social behavior of boys. Using systematic behavior observations, she compared girls, boys who did a great deal of girls' work, and boys who did little such work. She found that boys assigned girls' work were intermediate in many social behaviors, compared with the other boys and girls. Later, she did cross-cultural research on variation in marriage, family, descent groups, and war and peace, mainly in collaboration with Melvin Ember, whom she married in 1970. All of these cross-cultural studies tested theories on data for worldwide samples of societies.

From 1970 to 1996, she taught at Hunter College of the City University of New York. She has served as president of the Society of Cross-Cultural Research and was one of the directors of the Summer Institutes in Comparative Anthropological Research, which were funded by the National Science Foundation. Since 1996 she has served as executive director of the Human Relations Area Files, Inc., a nonprofit research agency at Yale University.

After graduating from Columbia College, Melvin Ember went to Yale University for his Ph.D. His mentor at Yale was George Peter Murdock, an anthropologist who was instrumental in promoting cross-cultural research and building a full-text database on the cultures of the world to facilitate cross-cultural hypothesis testing. This database came to be known as the Human Relations Area Files (HRAF) because it was originally sponsored by the Institute of Human Relations at Yale. Growing in annual installments and now distributed in electronic format, the HRAF database currently covers more than 385 cultures, past and present, all over the world.

Melvin Ember did fieldwork for his dissertation in American Samoa, where he conducted a comparison of three villages to study the effects of commercialization on political life. In addition, he did research on descent groups and how they changed with the increase of buying and selling. His cross-cultural studies focused originally on variation in marital residence and descent groups. He has also done cross-cultural research on the relationship between economic and political development, the origin and extension of the incest taboo, the causes of polygyny, and how archaeological correlates of social customs can help us draw inferences about the past.

After four years of research at the National Institute of Mental Health, he taught at Antioch College and then Hunter College of the City University of New York. He has served as president of the Society for Cross-Cultural Research. Since 1987 he has been president of the Human Relations Area Files, Inc., a nonprofit research agency at Yale University.

Peter N. Peregrine came to anthropology after completing an undergraduate degree in English. He found anthro-

pology's social scientific approach to understanding humans more appealing than the humanistic approach he had learned as an English major. He undertook an ethnohistorical study of the relationship between Jesuit missionaries and Native American peoples for his master's degree and realized that he needed to study archaeology to understand the cultural interactions experienced by Native Americans prior to contact with the Jesuits.

While working on his Ph.D. at Purdue University, Peter Peregrine did research on the prehistoric Mississippian cultures of the eastern United States. He found that interactions between groups were common and had been shaping Native American cultures for centuries. Native Americans approached contact with the Jesuits simply as another in a long string of intercultural exchanges. He also found that relatively little research had been done on Native American

interactions and decided that comparative research was a good place to begin examining the topic. In 1990 he participated in the Summer Institute in Comparative Anthropological Research, where he met Carol R. Ember and Melvin Ember.

Peter Peregrine taught at Juniata College and is currently professor and chair of the anthropology department at Lawrence University in Appleton, Wisconsin. He serves as research associate for the eHRAF Collection of Archaeology and is co-editor with Melvin Ember of the 9-volume *Encyclopedia of Prehistory*. He continues to do archaeological research, and to teach anthropology and archaeology to undergraduate students.

Carol R. Ember, Melvin Ember, Peter N. Peregrine