

ANTHROPOLOGY | THE EXPLORATION OF HUMAN DIVERSITY



CONRAD PHILLIP KOTTAK
FIFTH EDITION

F I F T H E D I T I O N

ANTHROPOLOGY

THE EXPLORATION OF HUMAN DIVERSITY

Conrad Phillip Kottak

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Conrad Phillip Kottak (A.B. Columbia College 1963; Ph.D. Columbia University, 1966) is Professor of Anthropology at the University of Michigan, where he has taught since 1968. In 1991 he was honored for his teaching by the University and the state of Michigan. In 1992 he received an excellence in teaching award from the College of Literature, Sciences, and the Arts of the University of Michigan.

From 1990 to 1992 Kottak chaired the General Anthropology Division of the American Anthropological Association and served on the AAA executive committee. He has done field work in cultural anthropology in Brazil (since 1962), Madagascar (since 1966), and the United States. His general interests are in the processes by which local cultures are incorporated into larger systems. This interest links his earlier work on ecology and state formation in Africa and Madagascar to his more recent research on economic development, global change, deforestation, national and international culture, and the mass media.

The second edition of Kottak's case study *Assault on Paradise: Social Change in a Brazilian Village*, based on his field work in Arembépe, Bahia, Brazil from 1962 through 1992, was published in 1992 by McGraw-Hill. In a project during the 1980s, collaborating with Brazilian and North American researchers, Kottak blended ethnography and survey research in studying "Television's Behavioral Effects in Brazil." That research is the basis of Kottak's book *Prime-Time Society: An Anthropological Analysis of Television and Culture* (Wadsworth 1990)—a com-

parative study of the nature and impact of television in Brazil and the United States.

Kottak's other books include *The Past in the Present: History, Ecology and Cultural Variation in Highland Madagascar*, *Researching American Culture: A Guide for Student Anthropologists* (both University of Michigan Press) and *Madagascar: Society and History* (Carolina Academic Press).

Conrad Kottak's articles have appeared in academic journals including *American Anthropologist*, *Journal of Anthropological Research*, *American Ethnologist*, *Ethnology*, *Human Organization*, and *Luso-Brazilian Review*. He has also written for more popular journals, including *Transaction/SOCIETY*, *Natural History*, and *Psychology Today*.

Kottak is now directing research projects on "Ecological Awareness and Risk Perception in Brazil" and "An Integrated Approach to Deforestation in relation to Variant Land-Use Patterns, using Satellite Images" (in Madagascar). In summer 1990 he did an applied anthropological study directed at preserving biodiversity in Madagascar. In summers 1991 and 1992 he did research on ecological issues in Brazil.

The sixth editions of Kottak's texts *Anthropology: The Exploration of Human Diversity* and *Cultural Anthropology* are being published by McGraw-Hill in August, 1993.

Conrad Kottak appreciates comments about his textbook from professors and students. He can be easily reached at the following internet address:

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PREFACE

Having done a major revision for the fourth edition of *Anthropology: The Exploration of Human Diversity*, I hadn't planned to change much for the fifth edition. However, as I began considering what to revise, I discovered that all the subfields had been changing faster than I had realized. Also, a very thorough set of reviews (see list of reviewers) generally complimented the stylistic and content changes I made in the last edition but also suggested improvements I hadn't planned. Organization and updating were among the most important components of the revision this time. I tried to retain the features, including the livelier writing style, that most users of the fourth edition liked.

Instructors, students, and reviewers especially liked certain chapters and sections introduced in the fourth edition. I've updated and strengthened these, which include the chapters on Field Methods (Chapter 2), Culture (Chapter 3), The Future (Chapter 24), and the section on careers in anthropology in Chapter 22. I originally wrote that section, which many reviewers said they found particularly useful, because my own students so often ask me, "What can I do with an anthropology major?" or "How will anthropology help me get a job?"

I've added some new **profiles** and boxes to the fourth edition's popular **issues boxes**. The fifth edition now has one or more of these in each chap-

ter. These boxes provide students with an opportunity to consider anthropology's relevance to today's world and to their own lives. Some boxes examine current events or debates. Others are personal accounts of field experiences, which add human feeling to the presentation of anthropology's subject matter. Many boxes illustrate a point by bringing in an example familiar to students from their enculturation or everyday experience.

As with the fourth edition, the entire book was typed into a computer, allowing me to scrutinize every word, sentence, paragraph, and caption—to attend to style, content, and organization. I was able to respond to hundreds of suggestions from users and reviewers. The result, I hope, is a well-organized, interesting, and "user-friendly" introduction to anthropology.

What about **content** revision? In addition to **updating** all chapters, I have added a new chapter: The World System, Industrialism, and Stratification (Chapter 14). Many chapters have **new sections**—responses to users' and reviewers' suggestions and to my recent teaching experience.

The book now has an obvious **unifying world system theme**, which builds on my previous emphasis on cultural ecology, political economy, and social change. This theme is introduced in Chapter 1 and is developed throughout the book, most obviously in the new chapter (Chapter 14).

Chapters have been reorganized. The new or-

ganization focuses on the themes of political economy, ecological adaptation, change, variation, and diversity—**unifying anthropology's subdisciplines**. (However, other approaches are also discussed and respected.)

I have added new **environmental issues**, content, and themes and new discussions of endangered primates, ecocide, ethnocide, genocide, tribal resistance, and cultural survival (especially in Chapters 14 and 23). These topics and issues tie in nicely with the clearer organizational emphasis on adaptation and socioeconomic change within social systems of increasing scale—for example, the rise of the state, the modern world system.

Since the last edition I have also been an active participant in the important **Gender in the Curriculum** Project of the American Anthropological Association. Cooperating with the project organizer Sandra Morgen, I was paired with Yolanda Moses, who commented extensively on, and met with me to discuss, the treatment of gender issues in the fourth edition. In response to Dr. Moses's very useful comments, **gender issues now receive expanded attention in most chapters**. The old sex roles chapter (19) is now a **modern gender chapter** (16), taking account of the many gender studies done by anthropologists during the 1980s.

The following is an **annotated outline**, by chapter, of the main changes in *Anthropology: The Exploration of Human Diversity*:

1. The Scope of Anthropology (major revision contains new overview and statement of the book's **unifying themes—the world system and cultural ecology**; expanded discussion of adaptation; expanded discussion of biological and archeological anthropology; new Mead profile).
 2. Field Methods (revised version changes places with the Culture chapter, contains new profile-box on Malinowski and issues in **reflexive anthropology, interpretive anthropology, and writing ethnography**).
 3. Culture (revised version changes places with Field Methods chapter).
 4. How Biological Evolution Occurs (revised version has new box on genetic resistance to disease, with implications for **AIDS**).
 5. Biological Diversity and Race (revised version has box on **race, gender, culture**, and athletic abilities—Why Jimmy the Greek Was Wrong).
 6. The Primates (revised version has new box on **endangered primates** in the context of global deforestation).
 7. Primate Behavior and Society (updated version has expanded discussion of **sociobiology and gender** issues).
 8. Early Hominids (major revision includes thorough update, taking new fossil discoveries and reinterpretations, e.g., of "Ramapithecus," into account).
 9. The Emergence of Modern Humans (major revision has thorough update, taking new fossil discoveries, dating, and reinterpretations, e.g., of **Neandertal-sapiens** relationship, into account; new box on **mitochondrial Eve**).
- The following is the **reorganized core of the book** (Chapters 10 to 16). Earlier discussion (using archeological and ethnographic data) of **political economy issues—power, stratification, modes of production, and gender**—makes the organization of the fifth edition tighter.
10. Cultural Evolution and Adaptive Strategies (revision discusses theories of cultural evolution and the main nonindustrial modes of production, lays out the contrasts between foraging and food production).
 11. Early Food Production (material revised and updated).
 12. Bands and Tribes (major revision includes new discussion of **warfare and tribal peoples** within the modern world system).
 13. Chiefdoms and Nonindustrial States (major revision has expanded discussion of **stratification—including gender stratification** and Marx and Weber—and rise of the state—archeological examples from New and Old World; contains useful new chart correlating mode of production, stratification system, and sociopolitical type).
 14. The World System, Industrialism, and Stratification are covered in a **key new chapter**. Core topics are: the emergence of the world capitalist economy; industrialism and stratification; why the industrial revolution began in England; colonialism; core, semiperiphery,

and periphery. Two new boxes cover the contemporary U.S. periphery (rural Tennessee) and industrialization and gender in Malaysia.

These organizational changes and the new chapter (14) prepare the reader for the examples and case material from bands, tribes, chiefdoms, nonindustrial states, industrial nations, and the world system in each of the following chapters:

15. Economic Systems (revised chapter now compares North Pacific potlatching with the cargo-fiesta system in Latin America, within the context of political economy, the world system, and colonialism).
16. Gender (major revision of old sex roles chapter takes studies of the 1980s into account, adds new box).
17. Kinship and Descent (revised and updated).
18. Marriage (revised and updated).
19. Religion (revised and updated).
20. Personality and Worldview (all new discussion of **cognitive anthropology** and schema theory are included; discussions of the culture of poverty, limited good, and the Protestant ethic are all linked to political economy and world system theory).
21. Language (revised and updated chapter has new discussions of **language and power**—the political economy of language in the modern world system).

Former Chapters 23 and 24 have been reversed and reorganized. The discussion of applied anthropology in Chapter 22 (including American examples) now precedes the chapter on contemporary global change and development.

22. Applied Anthropology (major revision covers anthropology and **colonialism**, ethical issues, urban, medical, business, and media anthropology, **careers** in anthropology with discussion aimed at undergraduates, particularly prospective majors).
23. Social Change and Development (major revision has expansion of the world system, acculturation, syncretisms, **media impact**, **ethnocide**, **ecocide**, **genocide**, **tribal resistance and cultural survival**; **development anthropology**, **interventionist philosophy**, devel-

opment fallacies—the fallacies of overinnovation and underdifferentiation, **culturally appropriate innovation**; with a new box).

24. The Future (updated chapter has new material on the **culture of consumption**, **the global economy and conservation issues**, poverty and the income gap, race, ethnicity, and homelessness—all in world system perspective).

The **appendix** on contemporary American culture has been expanded and updated and new cases have been added.

What about **design pedagogy**, and **study aids**? The McGraw-Hill staff and I have taken suggestions by users and reviewers seriously in planning the illustrations. We've increased the number of illustrations, choosing almost all new photos. Most photos and art are now in **color**.

We've retained the pedagogical devices at the end of each chapter that were introduced in the fourth edition: **summary**, **study questions**, a **glossary** defining terms boldfaced in the chapter, and a short list of **suggested reading**. In addition, a complete **bibliography** appears at the end of the book.

The new **instructor's manual** contains a list of **free rental films** for adopters, organized by topic. (Placement of orders can be made through McGraw-Hill sales representatives.) The instructor's manual also contains a huge selection of multiple-choice, true-or-false, and essay questions. These questions are also available on diskette for use with the **computerized test-maker**, allowing instructors to generate entirely new tests from questions included on the diskette.

Available for the first time with the fifth edition is a useful new **Study Guide** for students written by Emanuel Polioudakis, who has worked with me for several years teaching introductory anthropology at the University of Michigan. In the Fall of 1990, Dr. Polioudakis became assistant professor of anthropology at Ohio University.

ACKNOWLEDGMENTS

I owe thanks to many colleagues at McGraw-Hill. It's been a real pleasure getting to know and working with Phil Butcher, executive editor in charge

of anthropology. Phil and senior associate editor Sylvia Shepard helped me immeasurably in planning and accomplishing this revision. Sylvia read draft after draft of several chapters and offered numerous detailed suggestions for improvements. I also enjoyed renewing my long-time friendship with Barry Fetterolf. Barry, who has been associated with this book since its first edition, now heads McGraw-Hill's social sciences publishing.

Jennifer Sutherland did her usual conscientious and efficient work as editing supervisor. Without her I might not have met my deadlines. Bob Greiner took over as editing supervisor after most of the manuscript was in production; he has been an able replacement for Jennifer as the galleys and page proofs arrive. Elise Pattison, editorial assistant, diligently checked all stages of proof. It has been a pleasure to work again with Barbara Salz, photo researcher, and Kathy Bendo, photo manager. I also thank Eric Lowenkron, for his excellent copyediting; Joan O'Connor, for conceiving and executing the attractive new design; Rich Ausburn, for shepherding the manuscript through production; Lori Pearson, marketing manager (and new anthropology editor); Sally Constable, marketing manager; and the McGraw-Hill sales representatives for making sure that instructors get to review *Anthropology: The Exploration of Human Diversity*.

Thanks also to reviewers of the fifth edition: Edward Bendix, CUNY-Hunter College; Thomas W. Collins, Memphis State University; William G. Davis, University of California-Davis; Linda J. DiLaura, Wayne State University; Chantal Ferraro, CUNY-Flushing; James G. Flanagan, University of Southern Mississippi; Brian L. Foster, Arizona State University; John W. Fox, Baylor University; David W. Frayer, University of Kansas; Luther Gerlach, University of Minnesota; Robert Bates Graber, Northeast Missouri State University; Nancy L. Hamblin, University of Nebraska-Lincoln; H. Edwin Jackson, University of

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As always, my wife, children, and mother offered support and inspiration during my work, which lasted more than a year. I renew my dedication of this book to Mariana Kottak Roberts, for kindling my interest in the human condition, for reading and commenting on what I write, and for the insights about people and society she continues to provide.

After three decades in anthropology and over twenty years of teaching, I have benefitted from the knowledge, help, and advice of so many friends, colleagues, teaching assistants, and students that I can no longer fit all their names into a short preface. I hope they know who they are and accept my thanks.

Annually since 1968 I've taught Anthropology 101 to a class of 500 to 600 students, with the help of 8 to 12 teaching assistants each time. Feedback from students and teaching assistants keeps me up to date on the interests, needs, and perceptions of the people for whom this book is written. I continue to believe that effective textbooks must be based in enthusiasm and in practice—in the enjoyment of one's own teaching experience. I hope that this product of my experience will be helpful to others.

Conrad Phillip Kottak

CONTENTS IN BRIEF

<i>Preface</i>	xxiii
1 THE SCOPE OF ANTHROPOLOGY	1
2 FIELD METHODS	19
3 CULTURE	35
4 HOW BIOLOGICAL EVOLUTION OCCURS	49
5 BIOLOGICAL DIVERSITY AND RACE	67
6 THE PRIMATES	87
7 PRIMATE BEHAVIOR AND SOCIETY	105
8 EARLY HOMINIDS	119
9 THE EMERGENCE OF MODERN HUMANS	143
10 CULTURAL EVOLUTION AND ADAPTIVE STRATEGIES	163
11 THE ORIGIN OF FOOD PRODUCTION	179
12 BANDS AND TRIBES	195
13 CHIEFDOMS AND NONINDUSTRIAL STATES	217
14 THE WORLD SYSTEM, INDUSTRIALISM, AND STRATIFICATION	237
15 ECONOMIC SYSTEMS	259
16 GENDER	277
17 KINSHIP AND DESCENT	295
18 MARRIAGE	314
19 RELIGION	333
20 PERSONALITY AND WORLDVIEW	354
21 LANGUAGE	369
22 APPLIED ANTHROPOLOGY	387
23 SOCIAL CHANGE AND DEVELOPMENT	406
24 THE FUTURE	426
APPENDIX: CONTEMPORARY AMERICAN POPULAR CULTURE	441
<i>Bibliography</i>	457
<i>Photo Credits</i>	479
<i>Index</i>	483

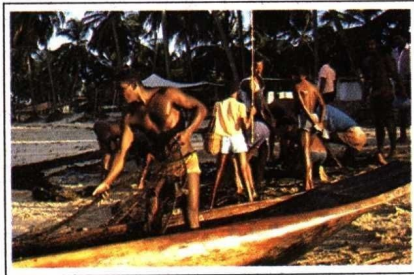
CONTENTS

Preface

xxiii

CHAPTER 1 THE SCOPE OF ANTHROPOLOGY

1



ADAPTATION, VARIATION, AND CHANGE

2

GENERAL ANTHROPOLOGY

5

Profile: Margaret Mead

8

THE SUBDISCIPLINES OF ANTHROPOLOGY

7

Cultural Anthropology

7

Archeological Anthropology

10

Biological, or Physical, Anthropology

11

Linguistic Anthropology

12

Applied Anthropology

12

ANTHROPOLOGY AND THE OTHER HUMAN SCIENCES

13

Cultural Anthropology and Sociology

13

Anthropology, Political Science, and Economics

14

Anthropology and the Humanities

14

Anthropology and Psychology

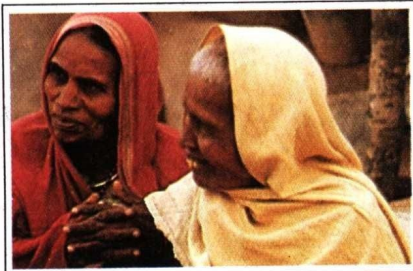
15

Anthropology and History

16

CHAPTER 2 FIELD METHODS

19



SURVEY RESEARCH

20

ETHNOGRAPHY: ANTHROPOLOGY'S DISTINCTIVE STRATEGY

21

DIFFERENCES BETWEEN SURVEY RESEARCH AND ETHNOGRAPHY

22

ETHNOGRAPHIC TECHNIQUES

23

Observation

23

Participant Observation	24
Box: Rapport and Participant Observation	25
Conversation, Interviewing, and Interview Schedules	24
The Genealogical Method	26
Well-Informed Informants	27
Life Histories	27
Free-Ranging, Holistic Investigation	28
 ANTHROPOLOGICAL RESEARCH IN COMPLEX SOCIETIES	 28
 URBAN ANTHROPOLOGY	 29
Network Analysis	29
Box: The Evolution of Ethnography	30
 ANTHROPOLOGICAL TECHNIQUES USED IN COMPLEX SOCIETIES	 31

CHAPTER 3 CULTURE 35



WHAT IS CULTURE?	37
Culture Is All-Encompassing	37
Culture Is General and Specific	37
Culture Is Learned	37
Box: Touching, Affection, Love, and Sex	38
Culture Is Symbolic	39
Culture Seizes Nature	40
Culture Is Shared	41
Culture Is Patterned	41
Culture Is Adaptive and Maladaptive	41
Levels of Culture	43
 RULES, VIOLATIONS, AND RESEARCH STRATEGIES	 43
Ethnocentrism and Cultural Relativism	44
 UNIVERSALITY, PARTICULARITY, AND GENERALITY	 44
Universality	45
Particularity	45
Generality	46

CHAPTER 4 HOW BIOLOGICAL EVOLUTION OCCURS 49



CREATIONISM, CATASTROPHISM, AND EVOLUTION	50
 GENETICS: THE BASIS OF BIOLOGICAL VARIATION	 51
Heredity Is Particulate	51
Independent Assortment and Recombination	54
 BIOCHEMICAL, OR MOLECULAR, GENETICS	 54
Cell Division	55
Crossing Over	55
Mutation	56

POPULATION GENETICS AND MECHANISMS OF GENETIC EVOLUTION	56
Natural Selection	56
Box: Genes and Disease	60
Mutation	61
Random Genetic Drift	62
Interbreeding and Gene Flow	62

CHAPTER 5 BIOLOGICAL DIVERSITY AND RACE 67



RACE AS A SOCIAL CONSTRUCT	68
RACE IN BIOLOGY	69
Classification Based on Phenotype	69
Genetic Approaches to Race	71
Box: Culture, Biology, and Sports, or Why Jimmy the Greek Was Wrong	72
EXPLAINING HUMAN BIOLOGICAL DIVERSITY	73
Genetic Differences	74
Blood Factors	74
COMPLEX BIOLOGICAL TRAITS	75
Lactose Intolerance	75
Skin Color	76
Facial Features	78
Size and Body Build	78
PHYSIOLOGICAL ADAPTATION TO HIGH ALTITUDES	79
RACE AND "INTELLIGENCE"	81

CHAPTER 6 THE PRIMATES 87

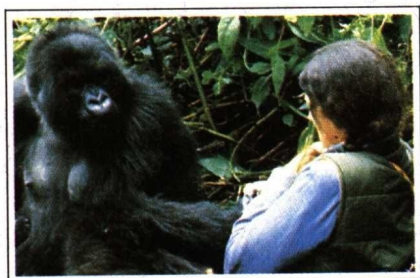


TAXONOMY AND THE PRIMATE ORDER	88
HOMOLOGIES AND ANALOGIES	90
PRIMATE TENDENCIES	90
PROSIMIANS	91
Lemurs	92
Tarsiers	92
PRIMATE TRENDS: ANTHROPOID TRAITS	92
MONKEYS	93
New World Monkeys	94
Old World Monkeys	94
THE HOMINOIDS	95

APES	96
Gibbons	96
Orangutans	97
Gorillas	97
Chimpanzees	98
Box: Endangered Primates	99

VARIETIES OF BEHAVIORAL ADAPTATION	100
Life in Trees and Life on the Ground	100
Gibbons: The Primary Group	100
Baboons and Macaques: The Troop	101

CHAPTER 7 PRIMATE BEHAVIOR AND SOCIETY 105



ADAPTIVE FLEXIBILITY THROUGH LEARNING TOOLS	106
	107

COMMUNICATION SYSTEMS	108
Call Systems	108
Apes and Sign Language	108

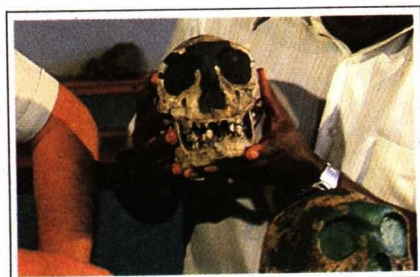
PREDATION AND HUNTING	111
Primate Hunting	111
Predation and Resources	112

BEHAVIOR AND ENVIRONMENTAL STRESS	112
Sexual Antagonism	112
Box: Do We Have Killer Genes?	113

DIFFERENCES BETWEEN HUMANS AND OTHER PRIMATES	114
Sharing, Cooperation, and Division of Labor	114
Mating, Exogamy, and Kinship	114

SOCIOBIOLOGY AND INCLUSIVE FITNESS	115
Sex, Aggression, and Parenting	115

CHAPTER 8 EARLY HOMINIDS 119



DATING THE PAST	120
Techniques of Dating Fossils	122

THE EMERGENCE OF THE HOMINIDS	123
-------------------------------	-----

THE RAMAPITHS	124
---------------	-----

THE VARIED AUSTRALOPITHECINES	125
<i>Australopithecus afarensis</i>	126
Gracile and Robust Australopithecines	131

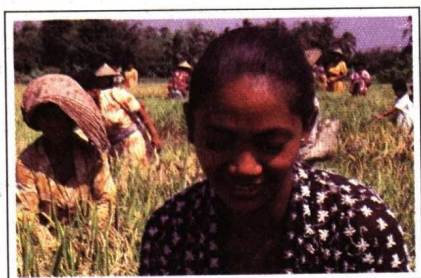
DIVERGENCE: AUSTRALOPITHECINES END, HOMO BEGINS	133
Box: Is Evolution Gradual or Rapid?	137
TOOLS	138

CHAPTER 9 THE EMERGENCE OF MODERN HUMANS 143

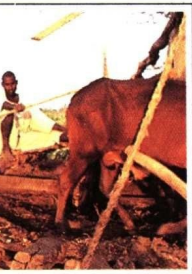




PALEOLITHIC TOOLS	144
ADAPTIVE STRATEGIES OF HOMO ERECTUS	144
THE EVOLUTION AND EXPANSION OF HOMO ERECTUS	147
THE TRANSITION TO ARCHAIC HOMO SAPIENS	148
THE NEANDERTALS	149
Box: Mitochondrial Eve in an African Garden of Eden	152
ANATOMICALLY MODERN HUMANS	153
EVOLUTION IN TECHNOLOGY	154
GLACIAL RETREAT AND THE BROAD SPECTRUM ECONOMY	156
CAVE ART	157
THE MESOLITHIC	159

CHAPTER 10 CULTURAL EVOLUTION AND ADAPTIVE STRATEGIES 163

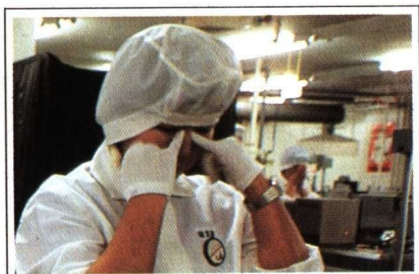


EVOLUTION	165
General Evolution	165
The Main Trends of General Evolution	165
Leslie White and the Evolution of Culture	166
Box: Mental Health, Specialization, and Cultural Evolution	167
Unilinear Evolution	168
Specific, Multilinear, and Convergent Evolution	168
STRATEGIES OF ADAPTATION	169
FORAGING	169
Correlatives of Foraging	170
CULTIVATION	171
Horticulture	171
Agriculture	172
The Cultivation Continuum	173
Intensive Agriculture	173
PASTORALISM	174

CHAPTER 11	THE ORIGIN OF FOOD PRODUCTION	179
	THE ORIGIN OF FOOD PRODUCTION IN THE MIDDLE EAST	180
	Genetic Changes and Human Selection	183
	Adaptive Eras in the Transition to Food Production	184
	THE EMERGENCE OF FOOD PRODUCTION IN OTHER OLD WORLD AREAS	184
	THE FIRST AMERICAN FARMERS	185
	America's First Immigrants	185
	Adaptive Radiation of Foragers and the Foundations of Food Productions	186
	Early Food Production in the Mexican Highlands	188
	Box: Pop Prehistory	190
	From Early Village Farming to Civilization	192
CHAPTER 12	BANDS AND TRIBES	195
	POLITICS	196
	FORAGING BANDS	197
	TRIBAL CULTIVATORS	199
	Descent-Group Organization	199
	The Village Headman	200
	Village Raiding	201
	Tribal Warfare	202
	Village Councils	203
	Box: Murder, Life, and Personhood	204
	The "Big Man"	205
	Segmentary Lineage Organization	206
	Pantribal Sodalities, Associations, and Age Grades	209
	Pastoralists	212
CHAPTER 13	CHIEFDOMS AND NONINDUSTRIAL STATES	217
	POLITICAL AND ECONOMICS SYSTEMS IN CHIEFDOMS	218
	SOCIAL STATUS IN CHIEFDOMS	219
	STATUS SYSTEMS IN CHIEFDOMS AND STATES	220
	STATUS AND ROLE	221
	STATES	223
	Population Control	223
	Judiciary	224
	Enforcement	225
	Fiscal	225
	THE ORIGIN OF THE STATE	225
Hydraulic Systems	226	

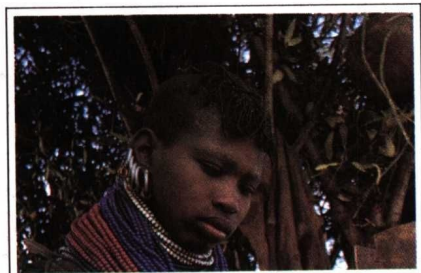
Ecological Diversity	226
Long-Distance Trade Routes	226
Population Growth, Warfare, and Environmental Circumscription	226
CONVERGENCE IN STATE FORMATION	228
STATE FORMATION IN SOUTHERN MESOPOTAMIA	229
STATE FORMATION IN MESOAMERICA	230
The Rise and Fall of Complex Society in the Valley of Mexico	230
Box: Riddles of Ancient Civilizations	231
ETHNOHISTORY	233

CHAPTER 14 THE WORLD SYSTEM, INDUSTRIALISM, AND STRATIFICATION 237



THE EMERGENCE OF THE WORLD SYSTEM	238
INDUSTRIALIZATION	240
Causes of the Industrial Revolution	241
STRATIFICATION	244
Marx and Weber on Stratification	244
Open and Closed Class Systems	247
Box: The American Periphery	248
INDUSTRIAL AND NONINDUSTRIAL SOCIETIES IN THE WORLD SYSTEM TODAY	248
Box: Spirit Possession in Malaysian Factories	252
The Effects of Industrialization on the World System	252

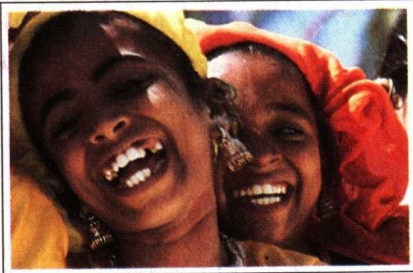
CHAPTER 15 ECONOMIC SYSTEMS 259



ECONOMIZING AND MAXIMATION	260
Alternative Ends	260
PRODUCTION	261
Organization in Nonindustrial Populations	261
Box: Scarcity and the Betsileo	263
Means of Production	264
Alienation and Impersonality in Industrial Economics	265
DISTRIBUTION, EXCHANGE	266
The Market Principle	266
Redistribution	266
Reciprocity	266
Coexistence of Modes of Exchange	268
MONEY AND SPHERES OF EXCHANGE	269

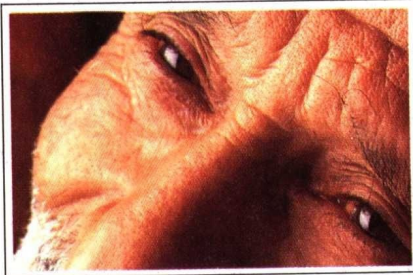
POTLATCHING	269
SIPHONING	271
The Highland Peasant Community	272
The Lowland Peasant Community	272
Poverty in Highland Latin America: The Cargo System	273

CHAPTER 16 GENDER 277



GENDER ISSUES AMONG FORAGERS	279
GENDER ISSUES AMONG HORTICULTURALISTS	280
Matriliney, Uxorilocality, and High Female Status	281
Matrifocality and High Female Status	282
The Patrilineal-Virilocal Complex and Low Female Status	282
Etoro Homosexuality	283
Box: Hidden Women, Public Men—Public Women, Hidden Men	284
GENDER ISSUES AMONG PASTORALISTS	285
GENDER ISSUES AMONG AGRICULTURALISTS	286
GENDER ISSUES AND INDUSTRIALISM	288
The Feminization of Poverty	291
WHAT DETERMINES VARIATION IN GENDER ISSUES?	291

CHAPTER 17 KINSHIP AND DESCENT 295



KINSHIP GROUPS AND KINSHIP CALCULATION	296
Biological Kin Types and Kinship Calculation	296
KIN GROUPS	297
Defining Marriage	298
THE NUCLEAR FAMILY	299
Industrialism, Stratification, and Family Organization	301
Recent Changes in American Kinship Patterns	302
Box: Is There Anything Wrong with the Black Family?	305
The Nuclear Family among Foragers	306
TRIBAL SOCIAL ORGANIZATION	306
Lineages and Clans	306
Unilineal Descent Groups and Unilocal Residence	307
Flexibility in Descent-Group Organization	307
Descent, Ecology, and Evolution	307
KINSHIP TERMINOLOGY	307
Kinship Terminology on the Parental Generation	308
Relevance of Kinship Terminology	310