

Ninth Edition

Conrad Phillip Kottak

# Cultural Anthropology

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Conrad Phillip Kottak

The University of Michigan



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## CULTURAL ANTHROPOLOGY

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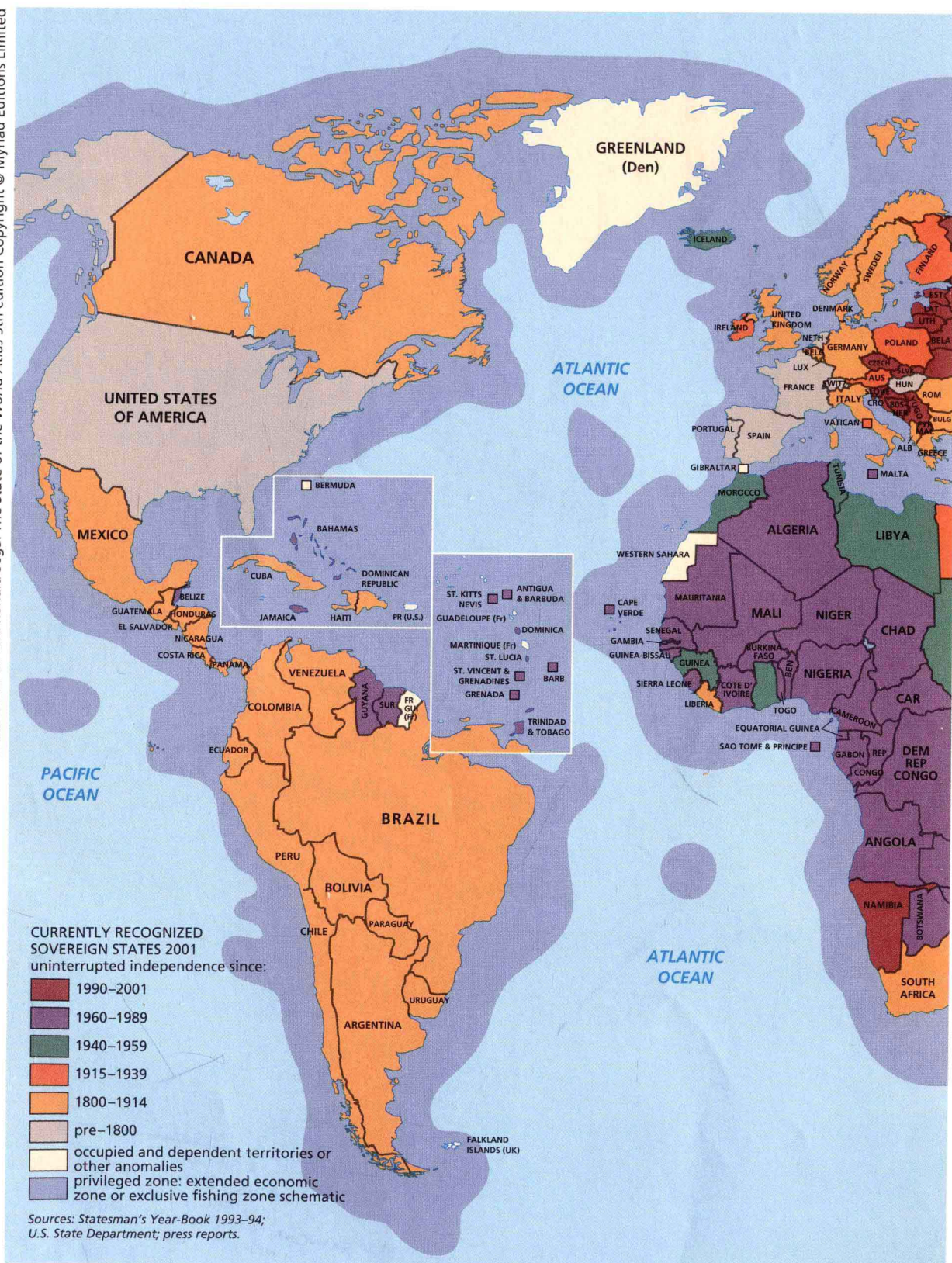
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# Cultural Anthropology









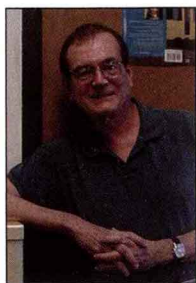
A paradox of today's world is that both integration and disintegration are increasing. As new global links have been forged through the media, migration, and advanced information technology, many nation-states have shattered. Since 1990, more than two dozen nation-states have come into being.

Nation-states rise and fall. Only 14 countries can claim an uninterrupted existence exceeding 200 years. Before 1800, states arose on average just once every 175 years. The rate has jumped from one new country every four years in the 19th century, to one every 18 months between 1900 and 1950, and to one every five months since 1950. The world now contains at least 184 internationally recognized nation-states. Some of the newer ones, like Bosnia-Herzegovina, are fragments of older states (Yugoslavia).

To my mother,  
Mariana Kottak Roberts



# about the author



Conrad Phillip Kottak (A.B. Columbia College, 1963; Ph.D. Columbia University, 1966) is Professor and Chair of the Department 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, Science, and the Arts of the University of Michigan. And in 1999 the American Anthropological Association (AAA) awarded Professor Kottak the AAA/Mayfield Award for Excellence in the Undergraduate Teaching of Anthropology.

Professor Kottak 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—and resist incorporation—into larger systems. This interest links his earlier work on ecology and state formation in Africa and Madagascar to his more recent research on globalization, national and international culture, and the mass media.

The third 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 the present, was published in 1999 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 comparative 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* (1980), *Researching American Culture: A Guide for Student Anthropologists* (1982) (both University of Michigan Press), and *Madagascar: Society and History* (1986) (Carolina Academic Press). The second edition of his *Mirror for Humanity: A Concise Introduction to Cultural Anthropology* was published by McGraw-Hill in 1999. Kottak's newest book, co-authored with Kathryn A. Kozaitis of Georgia State University, is *On Being Different: Diversity and Multiculturalism in the North American Mainstream*, published by McGraw-Hill in 1999.

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 also has written for more popular journals, including *Transaction/SOCIETY*, *Natural History*, *Psychology Today*, and *General Anthropology*.

In recent research projects, Kottak and his colleagues have investigated the emergence of ecological awareness in Brazil, the social context of deforestation in Madagascar, and popular participation in economic development planning in northeastern Brazil. Since 1999 Professor Kottak has been active in the University of Michigan's Center for the Ethnography of Everyday Life, supported by the Alfred P. Sloan Foundation. In that capacity, for a research project entitled "Media, Family, and Work in a Middle-Class Midwestern Town," Kottak is now investigating how middle-class families draw on various media in planning, managing, and evaluating their choices and solutions with respect to competing demands of work and family.

Conrad Kottak appreciates comments about his textbook from professors and students. He can be readily reached by e-mail at the following Internet address:

ckottak@umich.edu



Since 1968, I've regularly taught Anthropology 101 ("Introduction to Anthropology") to a class of 375 to 550 students. Constant feedback from students, teaching assistants, and my fellow instructors keeps me up to date on the interests, needs, and views of the people for whom this text is written. I continue to believe that effective textbooks are rooted in enthusiasm and enjoyment of one's own teaching experience.

As a college student, I was drawn to anthropology by its breadth and because of what it could tell me about the human condition, present and past. I believe that anthropology has compiled an impressive body of knowledge about human diversity in time and space, and I'm eager to introduce that knowledge in the pages that follow. I believe strongly in anthropology's capacity to enlighten and inform. Anthropology's subject matter is intrinsically fascinating, and its focus on diversity helps students understand and interact with their fellow human beings in an increasingly interconnected world and an increasingly diverse North America.

I decided to write this book back in 1972, when there were far fewer introductory anthropology texts than there are today. The texts back then tended to be overly encyclopedic. I found them too long and too unfocused for my course and my image of contemporary anthropology. The field of anthropology was changing rapidly. Anthropologists were writing about a "new archaeology" and a "new ethnography." Fresh fossil finds and biochemical studies were challenging our understanding of human and primate evolution. Studies of monkeys and apes in their natural settings were contradicting conclusions that were based on work in zoos. Studies of language as actually used in society were revolutionizing overly formal and static linguistic models. In cultural anthropology, symbolic and interpretive approaches were joining ecological and materialist ones.

I believe strongly that anthropology has a core, which any competent introductory text must explore: anthropology's nature, scope, and roles as a science and as a humanistic field. In *Mirror for Man*, one of the first books I ever read in anthro-

pology, I was impressed by Clyde Kluckhohn's (1944) description of anthropology as "the science of human similarities and differences" (p. 9). Kluckhohn's statement of the need for such a field still stands: "Anthropology provides a scientific basis for dealing with the crucial dilemma of the world today: how can peoples of different appearance, mutually unintelligible languages, and dissimilar ways of life get along peaceably together?" (p. 9).

Part of anthropology's breadth is that it is a humanistic field as well as a science. Bringing a comparative and cross-cultural perspective to forms of creative expression, anthropology influences and is influenced by the humanities. Indeed, anthropology is among the most humanistic of academic fields because of its fundamental respect for human diversity. Anthropologists routinely listen to, record, and attempt to represent voices and perspectives from a multitude of times, places, nations, and cultures.

As I write this preface, more than 25 years after the publication of my first edition in 1974, anthropology hasn't stopped changing. It's been my aim throughout my nine editions to continue to write the most current, timely, and up-to-date textbook available. My approach is to be fair and objective in covering various and sometimes diverging approaches in anthropology, but I make my own views known and write in the first person when it seems appropriate. I've heard colleagues who use other textbooks complain that some authors seem so intent on presenting every conceivable theory about an issue—the origin of agriculture, for example—that students are bewildered by the array of possibilities. Anthropology should not be made so complicated that it is impossible for beginning students to appreciate and understand. So, the textbook author, like the instructor, must be able to guide the student.

Because anthropology, reflecting the world itself, seems to change at an increasing rate, an introductory textbook must not restrict itself to subject matter defined decades ago. Some recent texts present the field more or less as it was a generation ago. They neglect the pervasive changes



affecting the peoples, places, and topics that anthropologists have traditionally studied. The organization of my text is intended to cover core concepts and basics while also discussing prominent current issues and interests.



## What's New in the Ninth Edition

What are the main content differences between the eighth and ninth editions of *Cultural Anthropology*?

All chapters have been updated in terms of their research base, citations, and statistical information. Most chapters, including boxes, have been shortened. Here are some of the most significant changes:

- In Chapter 2 ("In the Field") a section on the evolution of ethnography has been added to the text. There is a major new section on "Science, Explanation, and Hypothesis Testing."
- Chapter 4 ("Ethnicity") includes a new section on "Ethnic Markers, Identities, and Statuses."
- Chapter 5 ("Human Diversity and Race") has been reorganized and updated.
- New information on BEV, a.k.a. "Ebonics," has been added to Chapter 6 ("Language and Communication"). The section on cyberspace communication includes new information on sociolinguistic dimensions of advanced information technology.
- Chapter 8 ("Families, Kinship, and Descent") has undergone extensive revision, including reorganization, and an expanded discussion of extended families. A link to our website provides detailed discussion of all cousin terminologies, for instructors who prefer to teach kinship terminology in greater depth.
- Chapter 11 ("Gender") has been updated and revised, particularly its discussion of gender issues in India
- New sections on music and dance have been added to Chapter 13 ("The Arts").
- A box on "Preserving Linguistic and Cultural Diversity" has been added to Chapter 16 ("Cultural Exchange and Survival").



## Organization

As mentioned, the text has been reorganized between the eighth and ninth editions. The new organization has three parts:

- Part I ("The Basics of Anthropology") introduces anthropology as a four-field, integrated discipline that examines human biological and cultural diversity in time and space. Anthropology is discussed as a global, comparative, and holistic science, with biocultural, historical, and humanistic dimensions. Part I explores links between anthropology and other fields, such as the humanities, history, and other sciences. Field methods in the subfields are discussed, along with research design, hypothesis testing, the ethical aspects of anthropological research, and differences between ethnographic and survey research.
- Part II ("Cultural Diversity") begins with a discussion of the culture concept, and the related topic of ethnicity, in relation to race and its social construction. Culture and language are linked through learning, sharing, and reliance on symbolic thought. Throughout Part II, discussions of relevant concepts, theory, and explanations are combined with rich ethnographic examples and case studies. Part II examines how sociocultural diversity is manifest and expressed in such domains as language, economic systems, family and kinship, marriage, political systems, gender, religion, and the arts.
- The organization of this text is intended to cover core concepts and basics, while also discussing prominent current issues. Part III ("The Modern World") is one of the key differences between this cultural anthropology text and others. Several key questions are addressed in Part III: How and why did the modern world system emerge? How has world capitalism affected patterns of stratification and inequality within and among nations? What were colonialism and imperialism and their legacies? How do economic development and globalization affect the peoples, cultures, and communities



among which anthropologists have traditionally worked? How do people actively interpret and confront the world system and the products of globalization? What is the role of the anthropologist in identifying and solving contemporary social problems in North America and abroad? What factors threaten continued human diversity? How can anthropologists work to ensure the preservation of that diversity?

- Finally, let me point out that this text has three essential chapters not consistently found in other cultural anthropology texts: “Ethnicity” (4), “Human Diversity and ‘Race’” (5), and “Gender” (11). I believe that systematic consideration of race, ethnicity, and gender is vital in an introductory cultural anthropology text. Anthropology’s distinctive four-field approach can shed special light on these subjects, and I find it disappointing that some anthropology texts lack chapters on these fundamental topics. Race and gender studies are fields in which anthropology has always taken the lead. I’m convinced that anthropology’s special contributions to understanding the biological, social, cultural, and linguistic dimensions of race, ethnicity, and gender should be highlighted in any introductory text. They certainly are highlighted in this one—not just in their special chapters, but throughout the text, starting in Chapter 1.



## Pedagogical Aids

Working closely together, the author, editors, and photo researcher have developed a format for this text that supports the goal of a readable, practical, up-to-date, and attractive book. Besides all the changes already mentioned, the number of photographs has been increased in order to make the book even more approachable. Copious tables, figures, and maps highlight and amplify the text coverage.

Here’s a summary of the pedagogical features of the ninth edition:

- **Chapter-Opening Vignettes** (new feature)—Fascinating, current “In the News” vignettes

now open every chapter, highlighting the relevance of anthropology in today’s world.

- **Chapter-Opening Previews**—Succinct chapter-opening outlines and streamlined, more concise overviews help students focus on the chapter’s critical concepts and terminology.
- **Plentiful Photographs, Maps, Figures, Charts, and Tables**—A wealth of illustrations and a significantly revised photo program—complete with extended, thought-provoking captions—make chapter material clearer, more understandable, and more inviting than ever before.
- **Unique Student CD-ROM**—This independent study tool—packaged free with every copy of the text—features a chapter-by-chapter electronic study guide with audio, video, text, and web-based review tools, as well as study break materials and information on how to do better in the course.
- **In-Text Icons**—Useful marginal icons tell students when more information on a particular topic is available on the CD-ROM or Online Learning Center that accompany the text, or where to turn in the text itself for additional information.
- **Intriguing Interesting Issues Boxes**—Unique coverage of current issues in anthropology, many with maps and photos, raise students’ awareness of some of the more provocative aspects of anthropology today.
- **Timely In the News Boxes**—Detailed discussion of the kinds of issues students may be hearing about in the media relates the concepts presented in each chapter back to the real world (maps and photos included).
- **Widely Acclaimed Beyond the Classroom Boxes**—Popular thematic boxes highlighting student research in anthropology enable students to read about the work their peers at other schools are doing, further highlighting the relevance of anthropology in the real world.
- **Easy-to-Use End-of-Chapter Reviews**—Clear, concise *numbered* chapter summaries facilitate chapter concept review, while end-of-chapter glossaries enable students to go over the chapter’s key terms.



- **Unique Critical Thinking and Internet Exercises**—Chapter-ending exercises challenge students to use their critical thinking skills to apply what they have read about in the chapter and explore chapter concepts in greater detail via web research.
- **Free Online Learning Center**—Accompanying website provides even more review material—self-quizzes (different from those on the CD-ROM), links, flash cards, Internet and critical thinking exercises, PowerPoint lectures, and more.
- **All-New Case Studies**—These case exercises are perfect for those supplementing text reading with *Culture Sketches* (third edition) by Holly Peters-Golden. These ethnographic cases allow students to link chapter concepts with ethnographic examples in a practical, guided fashion.
- **End-of-Book Glossary**—Brings together all the key terms defined at the end of each chapter, for easy access and review.



## Supplements

As a full service publisher of quality educational products, McGraw-Hill does much more than just sell textbooks. We create and publish an extensive array of print, video, and digital supplements for students and instructors. This edition of *Cultural Anthropology* boasts an extensive, comprehensive supplements package:

### For the Student

- **Student CD-ROM**—this fully interactive student CD-ROM is packaged free of charge with every new textbook and features the following unique tools:
  - *How to Ace This Course*:
    - Animated book walk-through
    - Expert advice on how to succeed in the course (provided on video by the University of Michigan)
    - Learning styles assessment program
    - Study skills primer

- Internet primer
- Guide to electronic research
- *Chapter-by-Chapter Electronic Study Guide*:
  - Video clip from a University of Michigan lecture on the text chapter
  - Interactive map exercise
  - Chapter objectives and outline
  - Key terms with an audio pronunciation guide
  - Self-quizzes (multiple choice, true/false, and short-answer questions with feedback indicating why your answer is correct or incorrect)
  - Critical thinking essay questions
  - Internet exercises
  - Vocabulary flashcards
  - Chapter-related web links
- *Cool Stuff*
  - Interactive globe
  - Study break links

- **Student's Online Learning Center**—this free web-based student supplement features many of the same tools as the CD-ROM (so students can access these materials either online or on CD, whichever is convenient), but *also* includes:

- An entirely new self-quiz for each chapter (with feedback, so students can take two pre-tests prior to exams)
- Career opportunities
- Additional chapter-related readings
- Anthropology FAQs
- PowerPoint lecture notes
- Monthly updates
- *Culture Sketches: Case Studies in Anthropology, Third Edition by Holly Peters-Golden*—this unique collection of mini-ethnographies is linked to the Kottak textbook via the “Case Study” found at the end of every Kottak chapter, features coverage of 15 anthropologically significant cultures, and provides real-world examples of everything from witchcraft to matriliney to economic



development/change. Instructors can package *Culture Sketches* with the Kottak text for a nominal extra charge.

- ***Through the Looking Glass, Second Edition*** by Cronk/Bryant is a brief, inexpensive collection of readings consisting of current, lively articles from popular magazines and is unique in that its readings span the entire discipline, from race to prehistory to economic development and more.

## For the Instructor

- **Instructor's Manual/Testbank**—this indispensable instructor supplement features detailed chapter outlines, key terms, overviews, discussion questions, a complete testbank, and more.
- **Computerized Testbank**—this easy-to-use computerized testing program is available for both Windows and Macintosh computers and makes testing simple. (McGraw-Hill's testing service is also available for instructors who would prefer to have master tests created for them; contact Carolyn\_Henderson@mcgraw-hill.com for more information.)
- **PowerPoint Slides**—complete, chapter-by-chapter slideshows featuring text, photos, tables, and illustrations.
- **Instructor's Online Learning Center**—password-protected access to important instructor support materials, downloadable supplements, and additional professional and teaching resources.
- **PageOut**—designed for the instructor just beginning to explore web options, this technology supplement allows even novice computer users to create a course website with a template provided by McGraw-Hill.
- **Videotapes**—a wide variety of videotapes from the *Films for the Humanities and Social Sciences* series is available to adopters of the text.

All of the above supplements are provided free of charge to students and instructors. Orders of new (versus used) textbooks help us to defray the cost of developing such supplements, which is substantial. Please contact your local McGraw-Hill representative for more information on any of the above supplements.



## Acknowledgments

I'm grateful to many present and past colleagues at McGraw-Hill. Along with the reviewers of the eighth edition, Carolyn Henderson, McGraw-Hill's excellent anthropology editor, helped me conceive, plan, and implement this revision, including the chapter reorganization, the addition of new chapters, and the new features. Carolyn has worked especially hard on planning the supplements package, including the terrific new CD-ROM and the Online Learning Center. It's always a pleasure to work with Phil Butcher, McGraw-Hill's editorial director for the social sciences and humanities. Barbara Salz, my photo researcher since the fourth edition, returned to do her usual excellent job on the photo program for the ninth edition. I enjoyed working with Barbara as we planned, and she located, the photos for the two new chapters. I also thank her for her suggestions about which of the old photos needed replacement, and for constantly being on the alert for photos that best illustrate this text.

Thanks also to Leslie Kraham, McGraw-Hill's former marketing manager for anthropology for her hard work on previous editions of this text, and for her valuable input as we started planning the ninth edition. Let me also thank McGraw-Hill's knowledgeable and dedicated sales representatives for their ongoing feedback, suggestions, hard work, and enthusiasm in getting this book into the proper hands.

I'm grateful to Miriam Beyer for again coordinating the Beyond the Classroom program for the ninth edition, contacting anthropology departments across the country to see if they had undergraduate research projects that might be included in the book. I thank the students and faculty who cooperated with us in preparing these boxes. Limitations of space and the need to choose boxes for particular chapters prevented us from using all the contributions we received.

From the McGraw-Hill office in Burr Ridge, Illinois, Christine Vaughan worked with me as senior project manager for the second time. I thank her for her attentive work in supervising all aspects of production and for keeping everything moving on schedule. Chris Brady of Mapquest.com is responsible for creating the attractive maps that are showcased in our Where in the World graphic program. I also thank Betsy



Blumenthal and Sue Nodine for copyediting and proofreading, and Keith McPherson for conceiving and executing the new design and cover.

Christopher Glew, a fifth-year University of Michigan archaeology graduate student, was my research assistant as I wrote the eighth and ninth editions. Chris read the reviews and made various suggestions about ways of responding to comments. He suggested new and revised tables and figures, went to sources to find new and better information, and did the first drafts of many of the tables and figures. Chris also did the map research, locating groups for the Where in the World graphic program and finding sources for other new maps and charts. He and Patrick Livingood wrote the Internet Exercises at the end of each chapter. Chris also wrote the first draft of the section on archaeological methods in Chapter 2. Chris and Patrick are also responsible for the book's web page and CD-ROM integration. Finally, they wrote the Instructor's Manual and Test Bank questions, combining previous work by David Brawn with new writing. Chris has received a teaching award for his work as a graduate student instructor at the University of Michigan. He has also received special training in writing and pedagogy for undergraduates. I am delighted to have had his help on both editions.

I am grateful to the reviewers of the seventh and eighth editions of *Cultural Anthropology*. Their names are as follows:

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I thank colleagues and students who have sent me personally, through McGraw-Hill sales reps and via e-mail, their comments, corrections, and suggestions. Anyone—student or instructor—with access to the Internet can contact me at the following address: ckottak@umich.edu.

As usual, my wife, Isabel Wagley Kottak, has offered me understanding and support during the preparation of this edition. I renew my dedication of this book to my mother, 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 more than 30 years of teaching, I've benefited from the knowledge, help, and advice of so many friends, colleagues, teaching assistants, and students that I can no longer fit their names into a short preface. I hope they know who they are and will accept my thanks.

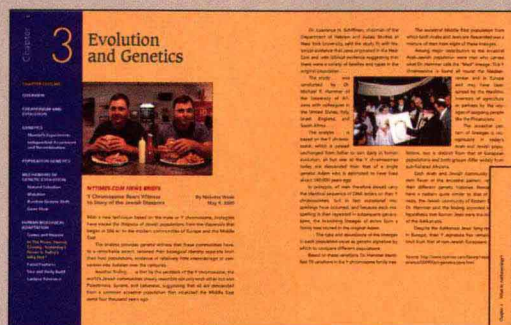
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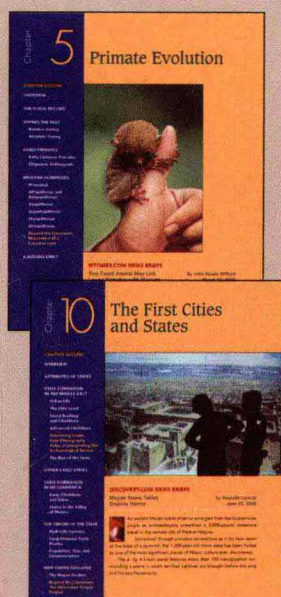
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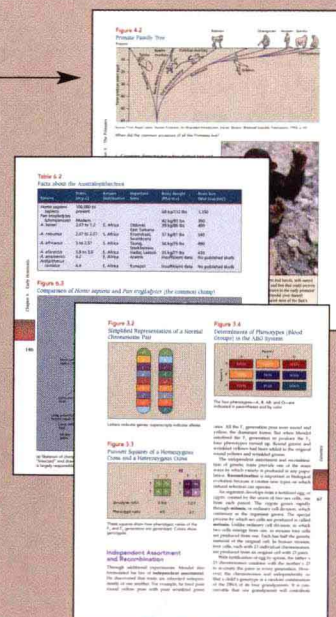
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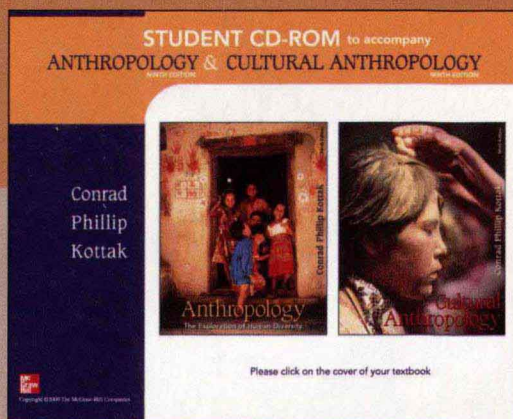


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## Unique Exploring Anthropology Student CD-ROM

This terrific independent study tool—packaged free with every copy of the text—features a chapter-by-chapter electronic study guide with audio, video, text, and web-based review tools as well as study break materials and information on how to do better in the course.

## Intriguing Interesting Issues Boxes

Unique coverage of current issues in anthropology, complete with maps and photos, raise students' awareness of some of the more provocative aspects of anthropology today.



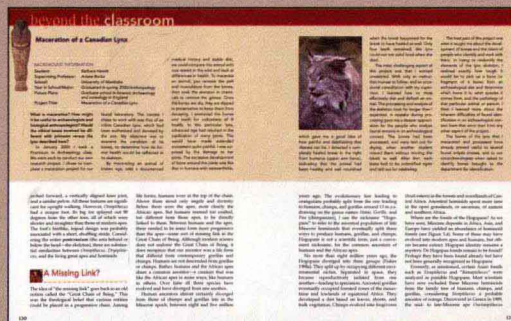
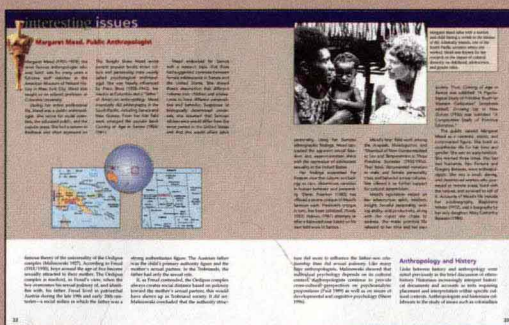
## Timely In the News Boxes

Detailed discussion of the kinds of issues students may be hearing about in the media relates the concepts presented in each chapter back to the real world (maps and photos included).



## In-Text Icons

Useful marginal icons tell students when more information on a particular topic is available on the CD-ROM or Online Learning Center that accompany the text or where to turn in the text itself for additional information.



## Widely-Acclaimed Beyond the Classroom Boxes

Popular thematic boxes highlighting actual student research in anthropology enable students to read about the work that their peers at other schools are doing, further highlighting the relevance of anthropology in the real world.