

CONRAD PHILLIP KOTTAK



• TENTH EDITION •

# *Anthropology*

THE EXPLORATION OF HUMAN DIVERSITY



# ANTHROPOLOGY

## THE EXPLORATION OF HUMAN DIVERSITY

Tenth Edition

**Conrad Phillip Kottak**

University of Michigan



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To my mother,  
*Mariana Kottak Roberts*



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**ANTHROPOLOGY: THE EXPLORATION OF HUMAN DIVERSITY**

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# ABOUT THE AUTHOR

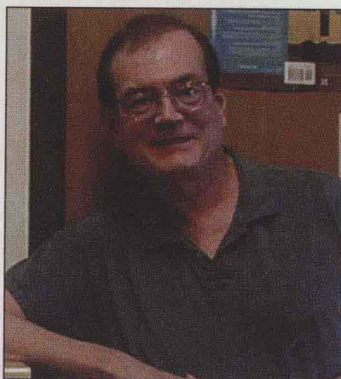


Conrad Phillip Kottak (A.B. Columbia College, 1963; Ph.D. Columbia University, 1966) is a Professor and Chair of the Department of Anthropology at the University of Michigan, where he has taught since 1968. In 1991 he was honored for his teaching by the university and the state of Michigan. In 1992 he received an excellence in teaching award from the College of Literature, Sciences, 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 ethnographic field work 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 global change, national and international culture, and the mass media.

The third edition of Kottak's popular case study *Assault on Paradise: Social Change in a Brazilian Village*, based on his field work in Arembepe, Bahia, Brazil, was published in 1999 by McGraw-Hill. In a research project during the 1980s, 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 most recent editions (tenth) of his texts *Anthropology: The Exploration of Human Diversity* (this book) and *Cultural Anthropology* are being

published by McGraw-Hill in summer 2003, along with a new textbook on *Physical Anthropology and Archaeology*. He is also the author of *Mirror for Humanity: A Concise Introduction to Cultural Anthropology* (3rd ed., McGraw-Hill, 2003) and (with Kathryn A. Kozaitis) *On Being Different: Diversity and Multiculturalism in the North American Mainstream* (2nd ed., McGraw-Hill, 2003).

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 and biodiversity conservation 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 has investigated how middle-class families draw on various media in planning, managing, and evaluating their choices and solutions with respect to the competing demands of work and family.

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

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# PREFACE



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 for 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. Since then, I've been fortunate in spending my teaching career at a university that values and unites anthropology's four subdisciplines. I have daily contact with members of all the subfields, and as a regular teacher of the four-field introductory anthropology course, I'm happy to keep up with those subfields. I love anthropology's breadth. 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 it actually is used in society were revolutionizing overly formal and static linguistic models. In cultural anthropology, symbolic and interpretive approaches were joining ecological and materialist ones.

Today there are new issues and approaches, such as molecular anthropology and new forms of spatial analysis. The fossil and archaeological records expand every day. Profound changes have affected the people and societies ethnographers have traditionally studied. In cultural anthropology it's increasingly difficult to know when to write in the present and when to write in the past tense. Anthropology hasn't lost its excitement. Yet many texts ignore change—except maybe with a chapter tacked on at the end—and write as though anthropology and the people it studies were the same as they were a generation ago. While any competent anthropology text must present anthropology's core, it also should demonstrate anthropology's relevance to today's world. *Anthropology: The Exploration of Human Diversity*, 10th edition, has a unique set of goals and themes.



## Goals

This book has three main goals. My first goal was to offer a thorough, up-to-date, and holistic introduction to anthropology that systematically approaches the course from a four-field perspective. Anthropology is a *science*—a “systematic field of study or body of knowledge that aims, through experiment, observation, and deduction, to produce reliable explanations of phenomena, with reference to the material and physical world” (*Webster’s New World Encyclopedia*, 1993, p. 937). Anthropology is a humanistic science devoted to discovering, describing, and explaining similarities and differences in time and space. In *Mirror for Man*, one of the first books I ever read in anthropology, 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).

Anthropology is a science with clear links to the humanities, as it brings a comparative and cross-cultural perspective to forms of creative expression. One might say that anthropology is among the most humanistic 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. Through its four subfields, anthropology brings together biological, social, cultural, linguistic, and historical approaches. Multiple and diverse perspectives offer a fuller understanding of what it means to be human than is provided by academic fields that lack anthropology’s broad vision.

My second goal was to write a book that would be good for students. This book would be user-friendly in approach and pedagogy. It would stress to students why anthropology should matter to them and how they can use anthropology to understand themselves. By discussing current events in relation to anthropology’s core, it would show how anthropology affects their lives. Through the unique “Beyond the Classroom boxes” (see

below), the book also would highlight the work that students just like them are doing in anthropology.

It’s been my aim throughout my ten editions to write the most current, timely, and up-to-date textbook available. I try to be fair and objective in covering various and sometimes diverging approaches, but I make my own views known and write in the first person when it seems appropriate. I’ve heard colleagues who have used 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 it. Thus, the textbook author, like the instructor, must be able to guide the student.

My third goal was to write a book that professors, as well as students, would appreciate. The organization of this text is intended to cover core concepts and basics while also discussing prominent current issues and interests. I sought to create a text that is readable, attractive, amply illustrated, and up to date and that features an extraordinary support package, including supplements that benefit both student and professor.

## New Themes

This tenth edition has *two new themes* that mirror the three goals just discussed: “Bringing It All Together” and “Understanding Ourselves.”

**Bringing It All Together:** Most texts give lip service to the fact that anthropology is an integrated, comparative, four-field approach to human similarities and differences. This book, however, takes a truly holistic approach through the “Bringing it All Together” essays that come after Chapters 5, 8, 11, 15, 20, and 25. These essays show how anthropology’s subfields and dimensions combine to interpret and explain a common topic. The topics that are “brought together” are (1) deforestation, as a threat to biological and cultural diversity, which applied anthropologists have attempted to mitigate; (2) the matter of when *Homo sapiens* became fully human, behaviorally as well as biologically, and the kinds of cultural (archaeological) evidence we have for this emergence; (3) the bio-



logical and cultural dimensions of the peopling of Polynesia, one of the last major areas to be settled by humans; (4) issues involving unity and diversity in terms of ethnicity, “race,” culture, and language in Canada; (5) archaeological, physical, linguistic, and cultural features of the Basques, including their place in Europe and Basque migration to the United States; and (6) the use of cultural and linguistic symbols in the proliferation of fast food, and the biological implications of this spread, in terms of increasing obesity.

**Understanding Ourselves:** It’s common and proper for texts to present facts and theories prominent in the field of study, but often such material seems irrelevant to the student. In anthropology particularly, facts and theories should be presented not just to be read and remembered, but because they help us understand ourselves. “Understanding Ourselves” paragraphs, found in each chapter, answer the question “So what?” For example, we see how the unique human combination of upright bipedalism and large brain size affects the birthing, maturation, and socialization of human children. Many of these discussions “bring together” the biological and cultural dimensions of anthropology, and so the overall theme of this book may be stated as “Understanding Ourselves by Bringing It All Together through Anthropology’s Unique Four-Field Approach.”

## Pedagogy

Working closely together, the author, editors, designer, and photo researcher have developed a format for this text that supports the goal of a readable, practical, up-to-date, and attractive book. I tried to follow through with my goal of making the book student-friendly.

Here’s a summary of the pedagogical features of this tenth edition of *Anthropology: The Exploration of Human Diversity*:

1. **Part openers**—This *new* element describes what is to come in the part and how part chapters work together.
2. **Chapter-opening previews**—Succinct chapter-opening outlines and concise overviews help students focus on the chapter’s critical concepts and main points.

They help students understand what they should get when they read the chapter and offer a road map of what is to come.

3. **Chapter-opening vignettes**—“In the News” vignettes open every chapter, highlighting anthropology’s relevance in today’s world. Most of these are *new*, many from 2002. These vignettes serve as a bridge between the world we live in and the chapter content. They show how anthropology is relevant to our world and how, specifically, the content of every chapter can be found in today’s headlines. Compared with the last edition, these vignettes are tied more closely to the chapter content through a *new* feature. To provide context, each now begins with an introduction and ends with a paragraph that connects the vignette to the chapter content.
4. **In-text icons**—Compared with the last edition, marginal icons more clearly guide students to information on a particular topic that is available at the Online Learning Center (see below).
5. **Intriguing Interesting Issues boxes**—Coverage of current issues in anthropology, many with maps and photos, raise students’ awareness of some of the more provocative aspects of anthropology today.
6. **“Beyond the Classroom” boxes**—These thematic boxes highlighting student research in anthropology enable students to read about the work their peers at other schools are doing, further illustrating the relevance of anthropology in the real world.
7. **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.
8. **Critical Thinking, Internet, and new Atlas exercises**—Chapter-ending exercises challenge students to use their critical thinking skills to apply what they have read about in the chapter, to explore chapter concepts in greater detail via Web research, and to explore the geographic and visual dimensions of anthropology using our *new*, unique atlas.



9. **Suggested Readings**—An up-to-date list of additional reading materials, briefly annotated, comes at the end of each chapter to help guide student research.
10. **End-of-book glossary**—This feature brings together all the key terms defined at the end of each chapter for easy access and review.
11. **A new Spanish glossary**—This feature defines key terms in Spanish to help students for whom Spanish is the primary language.

## Visuals

When writing this book, I was committed to creating a text with an outstanding visual program. A wealth of illustrations, including photos with thought-provoking captions, make the chapter material clear, understandable, and inviting. Maps, figures, charts, and tables are also plentiful.

Since anthropology examines and explains human diversity across space and time, students need help to conceptualize the places and time spans discussed in the book. Where in the world do people live today, and where have they lived at various times in the past? This text has an *unusually rich map program*. New, more intuitive, orientation globes help students figure out where in the world the places under discussion are located. In addition to the book's internal maps, a *new separate atlas* is shrink-wrapped with every copy of the text. This atlas offers important reference maps to help students. The *new* "Interpret the World" feature, found in every chapter, ties the running text to material in the atlas. Also, *new* end-of-chapter atlas questions allow students to apply atlas content.

## Content and Organization

The tenth edition of *Anthropology: The Exploration of Human Diversity*, guided by very thoughtful reviewers, covers the core and basics of all four subfields, as well as prominent current issues and approaches.

Part I ("The Dimensions of Anthropology") introduces anthropology as a four-field integrated discipline, with academic and applied dimensions, that examines human biological and cultural diver-

sity in time and space. Anthropology is discussed as a comparative and holistic science, featuring biological, social, cultural, linguistic, humanistic, and historical approaches. Part I explores links between anthropology and other fields—natural sciences, social sciences, and the humanities. "Applying Anthropology" has been moved up in the Table of Contents (from the last chapter to the second chapter) to show students immediately the real-world relevance of anthropology. Examples of applied anthropology from the various subfields are provided. This part was designed with one of my goals (as mentioned previously) for the text in mind—introducing a holistic field consisting of four subfields and two dimensions.

Part II ("Physical Anthropology and Archaeology") begins with a chapter (Chapter 3) devoted to ethics and methods in the two subfields, including the controversy surrounding the discovery and disposition of "Kennewick Man." Part II poses and gives up-to-date answers to several key questions: When did we originate, and how did we become what we are? What role do genes, the environment, society, and culture play in human variation and diversity? What can we tell about our origins and nature from the study of our nearest relatives—nonhuman primates? When and how did the primates originate? What key features of their early adaptations are still basic to our abilities, behavior, and perceptions? How did hominids develop from our primate ancestors? When, where, and how did the first hominids emerge and expand? What about the earliest real humans? How do we explain biological diversity in our own species, *Homo Sapiens*? How does such diversity relate to the idea of race? What major transitions have taken place since the emergence of *Homo sapiens*? The origin of food production (the domestication of plants and animals) was a major change in human adaptation, with profound implications for society and culture. The spread and intensification of food production are tied to the appearance of the first towns, cities, and states, and the emergence of social stratification and major inequalities.

In Part III ("Cultural Diversity") the chapters have been *reorganized* to place related content closer together. "Political Systems" (Chapter 17) now follows, more logically, "Making a Living" (Chapter 16) rather than being separated from it by two chapters. This shift permits Chapters 18 through 20 (18, "Families, Kinship, and Descent";



19, "Marriage"; and 20, "Gender") to be presented as a more coherent unit. Part III 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 III, discussions of relevant concepts, theory, and explanations are combined with rich ethnographic examples and case studies. Part III examines how sociocultural diversity is manifest and expressed in such domains as language, economic and political systems, family and kinship, marriage, gender, religion, and the arts.

Having explored diversity in the major domains of cultural life in Part III, we examine their transformations and expressions in the modern world in Part IV ("The Changing World"). Part IV is one of the key differences between this anthropology text and others. Several important questions are addressed in Part IV: 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 what are their legacies? How do economic development and globalization affect the peoples, societies, and communities among which anthropologists have traditionally worked? How do people actively interpret and confront the world system and the products of globalization? What factors threaten continued human diversity? How can anthropologists work to ensure the preservation of that diversity?

I also want to focus on three chapters present here but not consistently found in other anthropology texts: "Human Diversity and 'Race'" (Chapter 9), "Ethnicity" (Chapter 14), and "Gender" (Chapter 20). I believe that systematic consideration of race, ethnicity, and gender is vital in an introductory anthropology text. Anthropology's distinctive four-field approach can shed special light on these subjects. 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.

Let me also focus on this edition's two chapters (Chapters 3 and 12) on *ethics and methods*. Chapter

3—*new* to this edition—considers ethics and methods in physical anthropology and archaeology, while Chapter 12 considers ethics and methods in cultural anthropology. There is a more general discussion of ethics in Chapter 2. In the previous edition, a single chapter, "In the Field," attempted to do too much by covering ethics and field methods in cultural and archaeological anthropology. In the current edition, the discussion of methods in physical and archaeological anthropology has been separated and expanded (see Chapter 3), and a separate chapter (Chapter 12) covers methods in cultural anthropology. A unique feature of previous editions of this book has been its consideration of ethics. That coverage has been expanded significantly in this edition to confront ethical concerns in general—as well as those raised specifically by the "Kennewick Man" debate and the controversy surrounding Patrick Tierney's book *Darkness in El Dorado*.

## Chapter-by-Chapter Changes

*Here are specific content features and changes, chapter by chapter:*

1. Chapter 1 introduces anthropology as a four-field integrated discipline, with academic and applied dimensions, that focuses on human biological and cultural diversity in time and space. Anthropology is discussed as a comparative and holistic science, with links to the natural and social sciences and the humanities. Chapter 1 now concludes with a section titled "Science, Explanation, and Hypothesis Testing."
2. In Chapter 2 ("Applying Anthropology") applied anthropology is presented as a second dimension, rather than a fifth subfield, of anthropology. Examples of applied anthropology from the various subfields are provided. There is now a major section on ethics and anthropology.
3. The focus of this *new* Chapter 3 is on ethical issues and research methods in physical anthropology and archaeology. Also discussed are research design and dating techniques. I wanted to highlight the ethical issues anthropologists increasingly confront,



such as those surrounding NAGPRA and “Kennewick Man.” I also wanted to show students how anthropologists do their work and how that work is relevant in understanding ourselves.

4. Chapter 4 (“Evolution and Genetics”) discusses natural selection and other evolutionary principles, along with genetics and biological adaptation, including genes and disease. I hoped to provide a gentle, yet complete, introduction to these difficult topics.
5. Chapter 5 (“The Primates”) surveys primate traits, trends in primate evolution, and the major primate groups. Also included is the most recent information on endangered primates and on hunting and tool use by chimpanzees. Again, I tried to cover the basics—what’s interesting and relevant about primates—while avoiding the more elaborate terminology and more detailed classifications that some other texts introduce. A *new* section on bonobos has been added.
6. A thoroughly updated Chapter 6 (“Primate Evolution”) explores primate evolution, including the latest theories on how and when the primates emerged. Its photos compare fossil primates with their most similar living relatives. The discussion of Miocene apes, based on the latest research, examines several possible common ancestors for humans and the apes as well as the recent Toumai discovery in Chad.
7. Chapter 7 considers early hominids—their fossils and tool making—from *Ardipithecus* and the australopithecines to *Homo habilis*, *rudolfensis*, and *erectus*. The latest finds and interpretations are covered.
8. Based on the most recent discoveries confirming the expansion of early *Homo erectus* (sometimes known as *Homo ergaster*) out of Africa, Chapter 8 (“Modern Humans”) describes recent fossil finds in Europe. This chapter also includes the latest information on the various theories for the origin of *Homo sapiens*.
9. Chapter 9 (“Human Diversity and ‘Race’”) surveys ways of understanding human biological diversity. This chapter, which uniquely (compared with most anthropology texts) discusses both the *biological and the social components of the race concept*, includes data from U.S. Census 2000 and a section on interracial, biracial, and multiracial identity.
10. Chapter 10 (“The First Farmers”) examines the origin and implications, and the costs and benefits, of food production (the domestication of plants and animals). The seven world centers of domestication are identified and discussed, with a focus on the first farmers and herders in the Middle East and the first farmers in Mexico and adjacent areas.
11. Chapter 11 examines, and introduces theories about, the emergence of towns, cities, chiefdoms, and states. Its examples include the Middle East, India/Pakistan, China, Mesoamerica, and Peru. *New* information has been added on Mesoamerican chiefdoms. Students learn how archaeologists make inferences about ancient societies from contemporary ethnographic studies. This again illustrates the texts’s overall focus on anthropology as a four-field discipline in which findings from one subfield are integral to the others.
12. Chapter 12 focuses on ethics and methods in cultural anthropology, beginning with a consideration of the controversy surround Patrick Tierney’s book *Darkness in El Dorado*. Ethnography and survey research are among the methods considered.
13. Chapter 13 (“Culture”) has been updated.
14. Chapter 14 (“Ethnicity”) has been thoroughly updated, with data from the 2000 U.S. Census. The conceptual framework of this chapter has also been revised to link it more closely to the discussion of the social construction of race in Chapter 9.
15. Chapter 15 (“Language and Communication”) has been updated and revised.
16. Chapter 16 (“Making a Living”) has been updated.
17. Chapter 17 (“Political Systems”) has been moved next to “Making a Living” so that related content is closer together. “Political Systems” has been extensively revised and rewritten to clarify and update the positions of traditional leaders and political systems in the contemporary world.



18. Chapters 18 through 20 ("Families, Kinship, and Descent"; "Marriage"; and "Gender") have been repositioned to form a unit with related content closer together. All three chapters, especially Chapter 20, "Gender," have been revised and updated. The gender chapter has a new discussion of cross-cultural similarities and differences in specific male and female roles, rights, and responsibilities.
19. Chapter 21 ("Religion") has been updated, with a *new* section on major world religions and a revised discussion of the Taliban under "Social Control."
20. Chapters 22 through 25 have been revised and updated.

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As a full-service publisher of quality educational products, McGraw-Hill does much more than just sell textbooks: It creates and publishes an extensive array of print, video, and digital supplements for students and instructors. *Anthropology* boasts an extensive, comprehensive supplements package. Orders of new (versus used) textbooks help defray the cost of developing such supplements, which is substantial. Please consult your local McGraw-Hill representative for more information on any of the supplements.

### FOR THE STUDENT

**The Kottak Anthropology Atlas** (by John Allen and Audrey Shalinsky)—Shrink-wrapped and free with every copy of the text, the *Kottak Anthropology Atlas* offers 26 large-scale, global, full-color anthropology-related reference maps. The atlas maps are specifically tied to the content of each chapter in the text through corresponding in-text features. These features, "Interpret the World" and "Atlas Questions," ask students to consider the relationship between the topics they are studying and the world we live in. Designed specifically to help students who struggle with a lack of knowledge of geography, the *Atlas* will give students a stronger understanding of the world we live in today as well as the world of our ancestors.

**The Student's Online Learning Center** (by Chris Glew and Patrick Livingood)—This free Web-based, partially password-protected student

supplement features a large number of helpful tools, interactive exercises and activities, links, and useful information at [www.mhhe.com/kottak](http://www.mhhe.com/kottak). To access the password-protected areas of the site, students must purchase a new copy of the text. Designed specifically to complement the individual chapters of the text, this feature gives students access to material by text chapter.

Exciting Interactivity includes:

- **Virtual Explorations**—Offer students the opportunity to view short film clips from *The Films from the Humanities and Sciences* on chapter-related topics and complete critical thinking activities based on the films and to work with fascinating simulations and animations which show complex processes and phenomena.
- **Interactive Exercises**—Allow students to engage and work interactively with visuals, maps, and line drawings and explore chapter content.
- **Internet Exercises**—Offer chapter-related links to World Wide Web-related sites and activities for students to complete based on the sites.
- **Atlas Exercises**—Offer interactive activities based on *The Kottak Anthropology Atlas* maps.
- **Interactive Globe**—Offers helpful geographic support.

Useful study tools include:

- **Chapter objectives, outlines, and overviews**—Designed to give students signposts for understanding and recognizing key chapter content.
- **PowerPoint lecture notes**—Offer point-by-point lecture notes on chapter sections.
- **Multiple choice, true/false, and short answer questions**—Give students the opportunity to quiz themselves on chapter content with feedback indicating why an answer is correct or incorrect.
- **Essay questions**—Allow students to explore key chapter concepts through their own writing.
- **Glossary**—Illustrates key terms.
- **Audio Glossary**—Helps students with difficult-to-pronounce words through audio pronunciation help.



- Vocabulary flashcards—Allow students to test their mastery of key vocabulary.
- Chapter-related readings—Give students the opportunity to explore topics of interest through additional readings on chapter-related topics.

Helpful links include:

- General Web links—Offer chapter-by-chapter links for further research.
- Links to *New York Times* articles—Give students immediate access to articles on chapter-related content.
- Bringing It All Together links—Offer students links related to the “Bringing It All Together” text features.
- Information on Anthropology links—Provides useful links to anthropology information.
- Study break links—Give students fun links on related topics.

Useful Information includes:

- FAQs—Give students answers to typical chapter-related questions.
- Career opportunities—Offer students related links to useful information on careers in anthropology.
- How to Ace This Course—Offers students useful study tips for success.

**PowerWeb**—This resource is offered free with the purchase of a new copy of the text and is available via a link at the Student’s Online Learning Center. PowerWeb helps students with online research by providing access to high-quality academic sources. PowerWeb is a password-protected site that provides students with the full text of course-specific, peer-reviewed articles from the scholarly and popular press, as well as Web links, student study tools, weekly updates, and additional resources. For further information about PowerWeb, visit [www.dushkin.com/powerweb/pwwt1.mhtml](http://www.dushkin.com/powerweb/pwwt1.mhtml).

**The McGraw-Hill Anthropology Supersite**—Available at <http://www.mhhe.com/anthrosupersite>, this comprehensive, one-stop supersite provides links to book-specific McGraw-Hill websites,

anthropology Web links, student tutorials, breaking news in anthropology, and timely chapter-by-chapter updates of selected McGraw-Hill anthropology textbooks.

***Reflections on Anthropology: A Four-Field Reader*** (by Katherine A. Dettwyler and Vaughn M. Bryant)—Designed specifically to complement and follow the organization of *Anthropology*, this reader provides many varied and exciting articles that will motivate and capture a student’s interest in anthropology.

***Culture Sketches: Case Studies in Anthropology, 3rd edition*** (by Holly Peters-Golden)—This brief and inexpensive collection of ethnographic case studies offers a concise introduction to thirteen cultures and exposes students to ethnography without overwhelming them. Designed specifically to complement *Anthropology*, the text exposes students to cultures which are discussed in the text.

## FOR THE INSTRUCTOR

**The Instructor’s Resource Binder** (by Chris Glew and Patrick Livingood)—This indispensable instructor supplement features a three-ring binder with tabbed sections that allows professors to integrate McGraw-Hill–provided instructor support items with their own customized course materials. The flexible format of the binder allows professors to store all indispensable course items in one handy place. McGraw-Hill–provided items include:

- Chapter outlines—Offer comprehensive reviews of chapter material for easy reference.
- Lecture topics—Provide ideas for classroom discussion sections and lectures.
- Atlas advice—Offers ideas for how to integrate and use *Kottak Anthropology Atlas*–related chapter maps in class.
- Suggested films—Provide an annotated list of useful films for classroom use.
- A complete test bank—Offers numerous multiple choice, true/false, and essay questions.
- A guide to the visual supplements—Offers guidance for using the Lecture Launcher VHS tape and the Image Library (both described below) successfully in class and includes a directory of the VHS tape.



- A correlation guide to popular anthologies and supplements—Offers chapter-by-chapter suggestions for integrating specific, useful salable supplements with the text.

**The Instructor's Resource CD-ROM** (by Chris Glew and Patrick Livingood)—This easy-to-use disk provides:

- PowerPoint lecture slides—Give professors ready-made chapter-by-chapter presentation notes.
- A computerized test bank—Offers numerous multiple choice, true/false, and essay questions in an easy-to-use program that is available for both Windows and Macintosh computers.
- An electronic version of the McGraw-Hill-provided resources in the Instructor's Resource Binder—Gives professors the ability to customize these useful aids.
- Atlas maps—Provide electronic versions of all of the maps in the *Kottak Anthropology Atlas* ready to be used in any applicable teaching tool.

**The Lecture Launcher VHS Tape**—This supplement offers professors a dynamic way to kick off lectures or illustrate key concepts by providing short (two- to four-minute) clips pulled from full-length, *Anthropology*-related films from the *Films from the Humanities and Sciences*, each tied to a chapter in the text. The Instructor's Resource Binder offers a complete guide to the Lecture Launcher VHS Tape, including a chapter-by-chapter description of each clip, the length of each clip so that instructors can queue up the tape easily, useful suggestions for incorporating the film clips in class, and discussion questions.

**The Instructor's Online Learning Center** (by Chris Glew and Patrick Livingood)—This password-protected site offers access to all the student online materials plus important instructor support materials and downloadable supplements such as:

- An image library—Offers professors the opportunity to create custom-made, professional-looking presentations and handouts by providing electronic versions of many of the maps, charts, line art, and photos in the text along with additional relevant

images not included in the text. All the images are ready to be used in any applicable teaching tools, including a professor's own lecture materials and McGraw-Hill-provided PowerPoint lecture slides. The Instructor's Resource Binder offers a complete guide to the Image Library, and useful suggestions for incorporating the images into teaching materials.

- Atlas Maps—Provide electronic versions of all the maps in the *Kottak Anthropology Atlas* ready to be used in any applicable teaching tool.
- An electronic version of the McGraw-Hill-provided resources in the Instructor's Resource Binder—Gives professors the ability to customize these useful aids.
- PowerPoint lecture slides—Give professors ready-made chapter-by-chapter presentation notes.
- Links to professional resources—Provide useful links to professional anthropological sites on the World Wide Web.

**Faces of Culture Video Correlation Guide**—For instructors using the Faces of Culture Video Series, this guide correlates each video to the appropriate chapter in the text and recommends chapter-by-chapter uses of the video series.

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

**The McGraw-Hill Anthropology Supersite**—Available at <http://www.mhhe.com/anthro-supersite>, this comprehensive, one-stop supersite provides links to book-specific McGraw-Hill websites, anthropology Web links, instructor downloads, breaking news in anthropology, and timely chapter-by-chapter updates of selected McGraw-Hill anthropology textbooks.



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

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

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