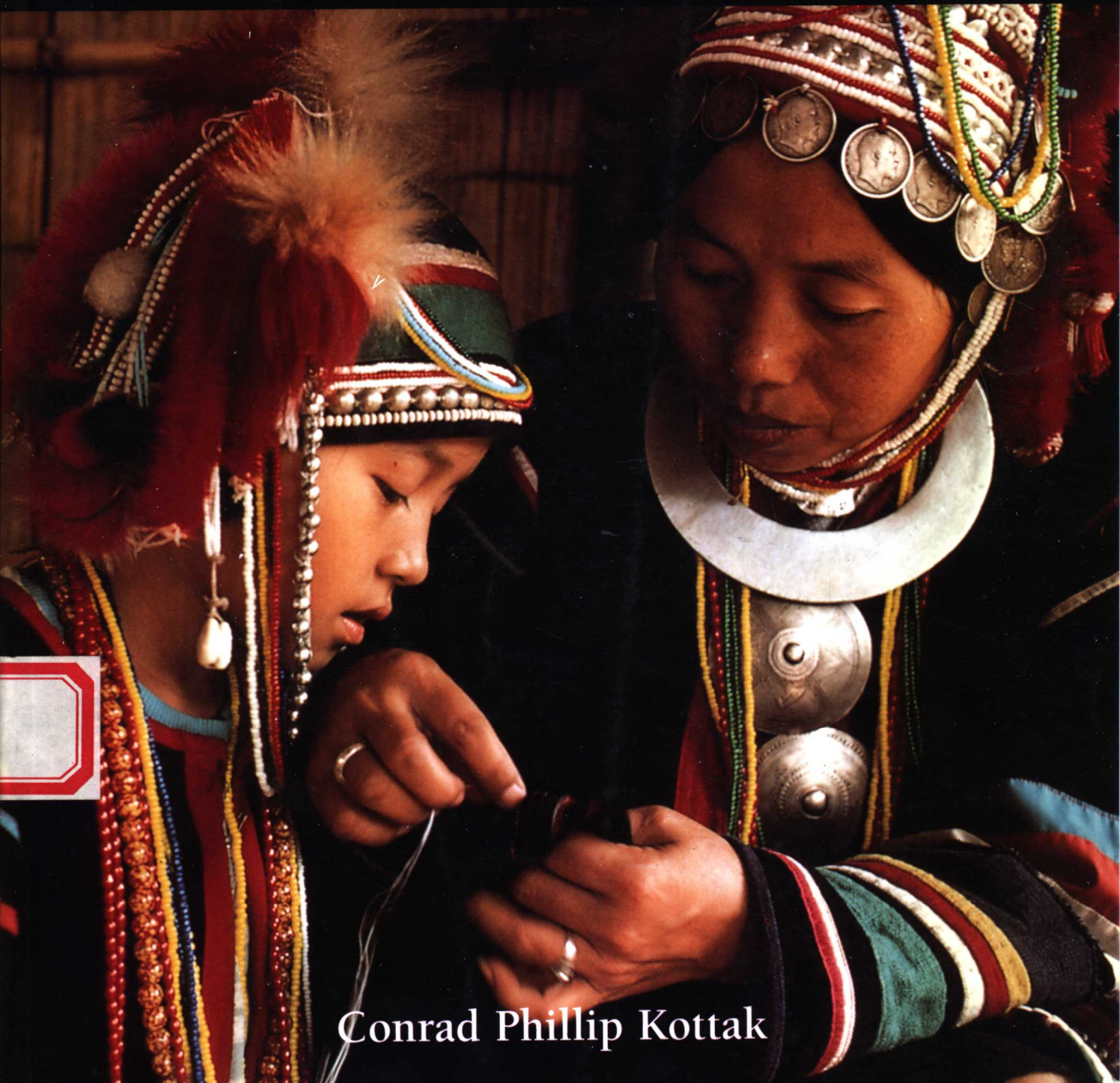


Cultural Anthropology

Eighth 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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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.

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

In current and 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.

Conrad Kottak appreciates comments about his textbook 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 600 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.

Background

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. Although I'm mainly a cultural anthropologist, I have daily contact with members of the other 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 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 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).

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.

Goals for Writing

When I first wrote this book, it was an exciting time of change for anthropology. Based on my knowledge and my experience teaching Anthropology 101, I wanted to write a new textbook that would capture that change. My first edition was published in 1974. As I write this, it's a quarter century later, and anthropology hasn't stopped changing. It's been my aim throughout my eight 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 side of 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. My eighth edition has three essential chapters not consistently found in anthropology texts: "Ethnicity" (Chapter 5), "Race" (Chapter 6), and "Gender" (Chapter 11). I believe that the systematic consideration of ethnicity, race, and gender is vital in an introductory anthropology text, and I find it very 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.

What's New in the Eighth Edition

The Reviewing Process: What Instructors Want

The eighth edition has benefited from the most detailed review process in the book's history. It's probably the most extensive review process any introductory anthropology text has ever undergone. To plan and develop this new edition, the review process was entrusted to Burrston House, an experienced textbook development group that works exclusively with McGraw-Hill. Glenn and Meg Turner and their Burrston House colleagues arranged reviews of the seventh edition, and of the eighth as it was being written, by more than 50 introductory anthropology teachers. As reviewers, Burrston House sought out both users and nonusers of previous editions. Some 25 anthropologists commented on the entire seventh edition, while others read chapters based on their particular interests. It was clear from the reviews that instructors appreciate the fact that no single or monolithic theoretical perspective orients

this book. In fact, instructors with a wide range of views and approaches said they could easily use it effectively.

As I wrote the new edition, incorporating the reviewers' suggestions and the comments of many colleagues who had e-mailed me as they used the seventh edition, the new manuscript went out, chapter by chapter, for further review. Those additional reviews led me to make further changes as part of the final editing process. As a result, there is evidence of my reviewers' comments and suggestions on every page of this book. I doubt that any anthropology textbook writer has ever benefited from the careful attention and suggestions of so many of his or her colleagues. (Seventh edition users will know what I mean when I apologize for the turtle!)

What Students Want

Burrston House wasn't content to talk just to the instructors of anthropology. Professors, of course, choose which book to adopt, but students are that book's ultimate audience. To obtain student feedback, Burrston House organized a student focus group, which Leslie Kraham, marketing manager from McGraw-Hill, also attended. The students came from a variety of colleges and universities in the Philadelphia area. They had just completed an introductory anthropology course and had used several textbooks, including my own.

I'm happy to report that the students gave my seventh edition an "A" grade. They said what they liked, what they didn't like, and what they'd like to see in the new edition. One of the main things they liked was my **writing style**, which they found conversational and user-friendly. They particularly liked some of the "**Interesting Issues**" boxes dealing with American popular culture. Their favorite box was "*Brady Bunch Nirvana*" in the chapter entitled "Kinship and Descent." Here was an interesting difference in professors' and students' perceptions: A few professors suggested I delete the box because contemporary students

would lack knowledge of an old TV sitcom. I realized, and the students bore me out, that constant reruns and new movies have made this series almost as familiar now as it was a generation ago. Students also especially liked parts of the Appendix on American Popular Culture. In this new edition, reflecting student interest, the appendix sections on *Star Wars* and *The Wizard of Oz* and on Disney World have been moved into the text. (Some reviewers had also suggested integration of Appendix material in the text.)

The student focus group also revealed just how familiar anthropology students are with the **Internet**. Each of the students said they used the Internet on a regular—almost daily—basis. The new Internet Exercises at the end of each chapter in this edition are designed to build on this familiarity. We also know that URLs on the World Wide Web are notoriously changeable. Accordingly, our Internet Exercises direct students to less changeable aspects of Internet research, such as search engines.



This edition has full **Internet integration** through its own web site and integrated CD-ROM. Computer icons are strategically placed throughout the text, indicating to users that sites discussing related material are accessible through the book's web site. The students also liked **cross-referencing** to information contained in previous chapters. Responding to this suggestion, the eighth edition has special cross-reference icons with page numbers throughout the text.



Students also wanted more illustrations, as did the professors. McGraw-Hill responded with a far more generous photo program and a lavish new illustration program featuring many new charts, figures, tables, and maps. I would not have been able to manage all of the new art and the new Internet-related materials without my hard-working and resourceful research assistant from the University of Michigan, archaeology graduate student Christopher Glew.

New Features

Every chapter—indeed every page—reflects the feedback I’ve received from reviewers, instructors, and students. Following is a summary of what’s new in this eighth edition.

- A new chapter, “The Arts” (Chapter 13), follows the chapter on Religion
- Following several reviewers’ suggestions and to reflect how most instructors seem to organize their introductory course, I’ve moved the language chapter forward from 14 to 4. It now comes right after “Culture” (Chapter 3) and before “Ethnicity” (Chapter 5)
- I’ve shortened and combined two chapters from the seventh edition, “Bands and Tribes” (formerly Chapter 7) and “Chiefdoms and Nonindustrial States,” (formerly Chapter 8) into a single chapter entitled “Political Systems” (Chapter 9). Again based on reviewers’ advice, this chapter now follows—rather than precedes—the kinship chapter (Chapter 8). This organizational change makes logical sense, because in order to understand the political systems of bands, tribes, and chiefdoms, students need to know something about systems of kinship and descent.
- This edition concludes with four chapters especially relevant to anthropology today: “The Modern World System” (Chapter 14), “Colonialism and Development” (Chapter 15), “Cultural Exchange and Survival” (Chapter 16), and “Applied Anthropology” (Chapter 17). Those final chapters have been rearranged in that order to form a more coherent unit.
- To make room for additions, the seventh edition chapter “Personality and World View,” (formerly Chapter 15), which most reviewers said they did not assign, has been removed from the book and placed on the book’s web site. For professors who still want to assign that material, it can easily be downloaded or printed.
- Again following reviewers’ advice, and also based on student comments, I have placed sections of the Appendix on American Popular Culture right in the text, in the chapters “Religion” (Chapter 12) and “The Arts” (Chapter 13).
- Certain material that reviewers found overly technical or peripheral to their course has been removed from the text and made available on the book’s web site. One example is a section from the previous edition entitled “The Challenge to the State” (from the seventh edition chapter “Chiefdoms and States”).
- Based on reviewer feedback, I have added new sections to most chapters.

The eighth edition includes several **new pedagogical features** that our research demonstrates instructors and students want.

- For a student audience that is increasingly visually oriented, an expanded **illustration program** complements an entirely new design.
- Chapter opening photos now have extended **captions**, which also serve as **chapter previews**.
- There are more **photos** per chapter.
- Many of the photo captions have embedded **critical thinking** questions.
- There are many more **maps**, including “Where in the World” graphics that geographically locate and pinpoint places and groups discussed in the text. This enhanced map program responds to a frequent comment by professors that students need and can benefit from better geographic knowledge.
- New **figures** have been added, offering visual illustration of important points and connections.
- There are new **tables** summarizing important discussions and classifications.

Reviewers felt that the seventh edition contained too many **key terms** per chapter. This forced me to think more about which terms were indeed *key* terms.

- Now, fewer, truly key, terms are defined at the end of each chapter.
- An end-of-text **glossary** has been added, which contains all the key terms as well as new terms.
- In addition to the “Interesting Issues” boxes and the “In The News” boxes, we have added “**Beyond The Classroom**” boxes. Written by students, these boxes report on undergraduate research projects conducted at several colleges and universities. These boxes complement new material on planning research projects (including ethical components of anthropological research) now contained in Chapter 2 (“In the Field”).

End-of-chapter study features now include

- Summary
- Key terms with definitions
- Critical thinking questions
- Updated suggested additional reading
- Internet exercises

The **Internet** contains a wealth of information, including a trove of visual images, directly relevant to the introductory anthropology course. My research assistant and I explored a series of interesting and informative web sites in preparing this edition. Internet exercises at the end of each chapter guide students in using the Internet for anthropological research and inquiry. Our student focus group found that most introductory anthropology students are regular users of the Internet. We wanted to build on their interest in and familiarity with the Web, and so we have included the following:

- We have fully integrated this text with the web, as the book now has its own **web page with an integrated CD-ROM**.
<http://www.mhhe.com/kottak8>



Internet icons throughout the book direct students to the book's web site which contains links to other web sites, such as the American Anthropological Association and the

National Science Foundation. The web site also features five **culture sketches** by Holly Peters-Golden, which profile certain ethnic groups discussed in the text: Basseri, Betsileo, Jo/'hoansi San, Trobrianders, and Yanomami. The purpose of these sketches is to offer students more complete and detailed ethnographic examples, which may be accessed repeatedly as the groups are mentioned in different chapters. The web site also includes additional and expanded material plus material deleted between the seventh and eighth editions, including the former chapter on “Personality and Worldview” and the section on “The Challenge to the State” from the seventh edition Chapter 8.

Supplements Available for Instructors and Students

McGraw-Hill provides an extensive array of supplements to aid both instructors in teaching and students in learning. Each item in this impressive package works together to create an integrated teaching and learning system. Each item can also function independently so instructors are free to pick and choose the items they want to use to support their class.

Web Site

Prepared by Christopher Glew, the web site for this text serves as the hub for all technological supplements accompanying the books (CD-ROMs, Instructor's Disks, etc.). The student section of the site features

- Chapter outlines.
- Study questions.
- Reviews of difficult issues (e.g., hominid evolution).
- Practice multiple-choice and essay questions, with diagnostic feedback on the multiple-choice questions.
- Web links to third-party sites where topics (e.g., creationism versus Darwinian evolution) are discussed in more detail.



- Study questions for each group of web links give students a framework with which to view the sites.
- A searchable glossary in which students can enter a word and receive a definition and the pages in the text where the term is mentioned.

The Instructor's section of the web site features McGraw-Hill's Online Learning Center, which gives instructors point-and-click access to all available digital content, including the Instructor's Manual, Test Bank, and PowerPoint slides. The Instructor's section also includes information from the seventh edition that was not included in the eighth edition.

Supplements Available to Instructors

PageOut PageOut was designed for the professor just beginning to explore web site options. In just a few minutes, even the beginning computer user can have a course web site. Instructors can pull any of the McGraw-Hill content from the Kottak web site and OnLine Learning Center into a course web site, along with any other course materials.

Instructor's Manual/Test Bank

ISBN 0-07-229854-5

Also by Christopher Glew, the Instructor's Manual contains chapter summaries, chapter outlines, suggestions for lectures, and suggested discussion topics. The Test Bank contains essay questions, true/false questions, and multiple-choice questions.

Computerized Test Bank

ISBN 0-07-229851-0 (Macintosh)

ISBN 0-07-229853-7 (Windows)

The Computerized Test Bank contains all questions from the Instructor's Manual/Test Bank to assist professors in generating tests. It is available in both Windows (PC) and Macintosh formats.

PowerPoint Slides

ISBN 0-07-229855-3

This collection of more than 100 images (maps, charts, and tables) from the book al-

lows instructors to add visual content to their classes and their web sites.

Instructor's Floppy Disk

ISBN 0-07-235305-8 (Cultural Anthropology)

An adaptation of the Instructor's Manual to a floppy disk.

Films (videos) For more information on the large selection available with adoption, please contact your McGraw-Hill sales representative.

Supplements Available for Students

CD-ROM

ISBN 0-07-235303-1 (Cultural Anthropology)

Prepared by Christopher Glew, the CD-ROM is a valuable study tool for students, as it provides all items on the web site, excluding web links. Students who do not have access to the Internet will find that the CD-ROM enables them to still access exciting multimedia materials. The CD-ROM also allows students to access the information without their Internet service provider.

Supplemental Books

Culture Sketches *Culture Sketches*, by Professor Holly Peters-Golden of Washtenaw Community College, is the third edition of an ethnographic case studies book that profiles several of the cultures discussed in this text. Her book is available for purchase to use with *Cultural Anthropology*, eighth edition, and the two can be packaged together at a special price. Please contact your McGraw-Hill representative for details.

Through the Looking Glass Also available for use with *Cultural Anthropology*, eighth edition, is a revised edition of *Through the Looking Glass*. This inexpensive collection of readings edited by Lee Cronk and Vaughn Bryant features articles covering the entire field of anthropology.

Acknowledgments

I'm grateful to many present and past colleagues at McGraw-Hill. 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, was more involved than ever in working on this edition as she and I struggled to meet a particularly tight schedule and to assemble our choices for an enlarged photo program.

Special thanks also to Leslie Kraham, McGraw-Hill's marketing manager for anthropology. Leslie was also there at the beginning and helped to guide the development of the eighth 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 also thank Nancy Blaine and Alan McClare, McGraw-Hill's former and current anthropology editors, respectively. With Phil Butcher, Nancy worked hard to ensure that my book was assigned to Burrston House for the review process that has been so instrumental in this major revision. Alan joined McGraw-Hill as senior editor for anthropology after planning and writing were well in progress. But as an experienced anthropology editor, he was able to "hit the ground running" as he worked with our colleagues in New York and Burr Ridge to ensure we met our publication date.

I'm grateful to Miriam Beyer for so many things. Most importantly, she coordinated the Beyond The Classroom program for the eighth 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.

Previous comments have made clear how indebted I am to my colleagues at Burrston House. Their suggestions, based on their work developing dozens of other textbooks, are apparent throughout the new edition. Working with the reviews and from his general knowledge of pedagogy, Glenn Turner suggested several changes to make this book a more effective teaching tool.

From the McGraw-Hill office in Burr Ridge, Illinois, Beth Cigler 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 new maps that are showcased in our Where in the World graphic program. I also thank Betsy Blumenthal and Nym Pedersen for copyediting and proofreading, and Kiera Cunningham for conceiving and executing the new design and cover.

Christopher Glew, a third-year University of Michigan archaeology graduate student, was my research assistant as I wrote the eighth edition. Christopher 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. Christopher 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 wrote the Internet Exercises at the end of each chapter and the first draft of the section on archaeological methods in Chapter 2. Christopher is also responsible for the book's web page and CD-ROM integration. Finally, he wrote the Instructor's Manual and Test Bank questions, combining previous work by David Brawn with his new writing. Christopher 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 this edition.

I am grateful to the reviewers of the seventh edition and to the prepublication reviewers of *Cultural Anthropology*, eighth edition. 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. This has been an especially demanding revision process, which kept me from spending as much time with my family as I would have liked. Betty, Julie, Nick, Kreton, and Lucas have been good about understanding why my work prevented me from visiting with them as much as I might otherwise have done.

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.

Conrad Phillip Kottak

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