



CONRAD PHILLIP KOTTAK

Mirror for HUMANITY

A Concise Introduction to Cultural Anthropology

third edition

Mirror for Humanity

A Concise Introduction to Cultural Anthropology

THIRD EDITION

Conrad Phillip Kottak

University of Michigan



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MIRROR FOR HUMANITY:

A CONCISE INTRODUCTION TO CULTURAL ANTHROPOLOGY

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To My Daughter
Juliet Kottak Mavromatis

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Ordinarily we are unaware of the special lens through which we look at life. It would hardly be fish who discovered the existence of water. Students who had not yet gone beyond the horizon of their own society could not be expected to perceive custom which was the stuff of their own thinking. Anthropology holds up a great mirror to man and lets him look at himself in this infinite variety.

(Kluckhohn 1944, p. 16—his emphasis)

Also available from McGraw-Hill by Conrad Kottak

Anthropology: The Exploration of Human Diversity, 9th ed. (2002)

Cultural Anthropology, 9th ed. (2002)

Assault on Paradise: Social Change in a Brazilian Village, 3rd ed. (1999)

The Teaching of Anthropology: Problems, Issues, and Decisions edited by Conrad Phillip Kottak, Jane White, Richard Furlow, and Patricia Rice (1997)

Preface

OVERVIEW/APPROACH

Mirror for Humanity (MFH) is intended to provide a concise, relatively low-cost, introduction to cultural anthropology. The combination of shorter length and lower cost increases the instructor's options for assigning additional reading—case studies, readers, and other supplements—in a semester course. On the basis of experience with the first two editions, I can say MFH also works well in a quarter system, since traditional cultural anthropology texts may be too long for a one-quarter course.

I try to keep MFH up to date. Because anthropology, reflecting the world itself, seems to change at an increasing rate, **the introductory text should not restrict itself to subject matter defined decades ago, ignoring the pervasive changes affecting the peoples, places, and topics traditionally studied by anthropologists.** MFH thus includes discussions of ethnicity and nationalism in a global context and of diversity and multiculturalism in North America. Also highlighted are anthropology's increasingly transnational, multilocal, and longitudinal perspectives.

Rapid change notwithstanding, **anthropology has a core.** Even the briefest text must expose anthropology's nature, scope, and roles as a **science**, a **humanities** field, and a **mirror for humanity**. 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). Clyde Kluckhohn (1944, p. 9) called anthropology “the science of human similarities and differences,” and his statement of the need for such a science 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?" (Kluckhohn 1944, p. 9). Cultural anthropology has compiled an impressive body of knowledge, which this book attempts to encapsulate.

Anthropology has strong links to the humanities as well. In fact, cultural anthropology may well be the most humanistic of academic fields, because of its fundamental respect for human diversity. Anthropologists listen to, record, and represent voices from a multitude of nations and cultures. We strive to convince our students of the value of local knowledge, of diverse world views and perspectives. Cultural anthropology brings a comparative and nonelitist perspective to forms of creative expression, including art, narratives, music, and dance. Cultural anthropology is influenced by and influences the humanities. For example, adopting an anthropological view of creativity in its social and cultural context, recent approaches in the humanities have paid greater attention to mass and popular culture and to local creative expressions.

Anthropology's final basic role is as a *mirror for humanity*—a term derived from Clyde Kluckhohn's metaphor, expressed in his book *Mirror for Man* (1944), which suggested the title of this text. By looking at other cultures we can see ourselves more clearly:

Ordinarily we are unaware of the special lens through which we look at life. It would hardly be fish who discovered the existence of water. Students who had not yet gone beyond the horizon of their own society could not be expected to perceive custom which was the stuff of their own thinking. *Anthropology holds up a great mirror to man and lets him look at himself in his infinite variety.* (Kluckhohn, 1944, p. 16—his emphasis)

This point reminds me of one of my teachers, Margaret Mead, who is remembered for her unparalleled success in demonstrating anthropology's value and relevance in allowing Americans to reflect on cultural variation and the plasticity of human nature. Mead conveyed the anthropological perspective to a broad public in a way no contemporary anthropologist does. She represented anthropology so effectively because she viewed it as a *humanistic science of unique value in understanding and improving the human condition*. This book is written in the belief that anthropologists should remember and emulate Margaret Mead's example.

CONTENT AND ORGANIZATION

No single or monolithic theoretical perspective orients this book. My e-mail, along with reviewers' comments, confirms that instructors with a wide range of views and approaches have been pleased with MFH as a teaching tool.

Mirror for Humanity, guided by very thoughtful reviewers, covers core and basics, as well as prominent current issues and approaches. MFH has five important chapters not consistently found in cultural anthropology texts: "Ethnicity and Race" (3), "Gender" (8), "The Modern World System"

(10), “Colonialism and Development” (11), and “Cultural Exchange and Survival” (12). These and other chapters explore the nature, role, and preservation of human diversity in the face of conquest and globalization. I recognize and try to show how linkages in the modern world system have both enlarged and erased old boundaries and distinctions as described in standard anthropology textbooks. People travel more than ever, but many migrants maintain their ties with home, so that they live multilocally. With so many people “in motion,” the unit of anthropological study has expanded to include not only local communities, but also transnational diasporas.

I am pleased to have been one of the textbook authors chosen to participate in the **Gender in the Curriculum** Project of the American Anthropological Association. In that project I was paired with Yolanda Moses (a former President of the Association), who commented extensively on, and met with me to discuss, the treatment of gender (in writing and in the photo program) in my texts *Anthropology: The Exploration of Human Diversity and Cultural Anthropology*. I continue to draw on the lessons I learned. Gender issues are the focus of a separate chapter (8) here, but they are also considered throughout the text.

In considering ethnic, national, and transnational cultural identities, Chapter 3 examines multiculturalism in North America along with ethnic expression and conflict in eastern Europe, the former Soviet Union, and Central Asia. Chapter 12 focuses on issues of cultural exchange, creativity, and survival in a global culture driven by flows of people, technology, finance, images, information, and ideology. Indigenous peoples use various strategies to resist attacks on their autonomy, identity, and livelihood. New forms of political mobilization and cultural expression have emerged from the interplay of local, regional, national, and international cultural forces.

MFH concludes with four chapters especially relevant to anthropology’s role in today’s world: “The Modern World System” (10), “Colonialism and Development” (11), “Cultural Exchange and Survival” (12), and “Applied Anthropology” (13).

WHAT’S NEW IN THE THIRD EDITION

Some chapters have been condensed, combined, or shortened for this new edition. By condensing I could add new topics (e.g., colonialism), without substantially increasing the length of the book. Throughout the book, charts, tables, and statistics have been updated with the most recent figures available for the United States and Canada.

What are the main differences between the second and third editions of MFH? Here are some of the most significant general changes:

- Two former chapters have been combined into one (Chapter 7) on political systems. As a result, this edition has one less chapter than the last edition.

- The last four chapters have been rearranged in this order, so as to form a more coherent unit:
 The Modern World System (10)
 Colonialism and Development (11)
 Cultural Exchange and Survival (12)
 Applied Anthropology (13)
- New sections have been added in many chapters (see below).

There are two new end-of-chapter study features:

- Numbered summaries.
- Case studies linking to *Culture Sketches*, 3rd ed., by Holly Peters-Golden.

Here are specific content changes, chapter by chapter:

In *Chapter 1* ("Exploring Cultural Diversity"):

- Applied anthropology is presented as a second dimension, rather than a fifth subfield, of anthropology.
- The section "Local, and the Ethnographer's, Beliefs and Perceptions" has been revised, with clearer illustrations of the emic/etic distinction.
- There is a new section on team research.
- The section "Survey Research and Complex Societies" has been condensed.

Chapter 2 ("Culture") contains:

- An expanded discussion of culture and nature.
- A new section on ethnocentrism, cultural relativism, and human rights.
- A new section on cultural change through globalization.

Chapter 3 ("Ethnicity and Race") features:

- Data from the U.S. Census 2000.
- A revised discussion of social statuses, with clearer graphic illustration.
- A new section on interracial, biracial, and multiracial identity.
- A new box on ethnic relations in the former Yugoslavia, including Bosnia and Kosovo.

Chapter 4 ("Language and Communication") has:

- A new section on nonverbal communication, including kinesics.
- A revised discussion of ebonics and Black English Vernacular.
- An expanded discussion of language and gender.
- An expanded discussion of language and thought, with new examples.
- A new table illustrating focal vocabulary (in sports).
- A new box: "Using Modern Technology to Preserve Linguistic and Cultural Diversity."

(To save space, the section on cyberspace communication has been moved to the book's Website.)

Chapter 5 ("Making a Living") contains:

- A new section on the implications of intensification for people and the environment.
- Expanded discussion of environmental context, influence, and effects.
- Additional ethnographic examples for pastoralism, redistribution, and negative reciprocity.

Chapter 6 ("Families, Kinship, and Marriage") features:

- An expanded discussion of extended families, including the Nayar exception.
- An updated discussion of trends in North American kinship, with Census 2000 data.
- Major new sections "Same-Sex Marriage," "Divorce," and "Marriage across Cultures."
- A new box "Love and Marriage," cross-culturally.

Chapter 7 ("Political Systems"):

- Former Chapters 7 ("Bands and Tribes") and 8 ("Chiefdoms and States") have been condensed and combined in a single chapter.
- The section "The Challenge to the State" has been moved to the book's Website.

Chapter 8 ("Gender") has:

- New sections "Sexualities and Gender" and "Patriarchy and Violence."
- Expanded discussions, with international scope, of the feminization of poverty and women's movements.
- Thorough updating of references and tables, including Census 2000 data.
- A new box: "Hidden Women, Public Men—Public Women, Hidden Men."

Chapter 9 ("Religion"):

- A new major section "Religion and Social Control" has a discussion of the Taliban.
- The section "Religion and Change" has new subsections: "Cargo Cults" and "A New Age" (on secularism and New Age religions).
- There is an expanded section "Secular Rituals."

Chapter 10 ("The Modern World System") has:

- New subsections "Malaysian Factory Women" and "Open and Closed Class Systems."
- A new box "Troubles in Swooshland" on Nike's labor problems in Asia.

Chapter 11 (“Colonialism and Development”):

- This chapter now precedes rather than follows the next chapter, for more logical flow of information.
- The completely new section on colonialism, which opens the chapter, has subsections “British Colonialism,” “French Colonialism,” and “Colonialism and Identity.”

Chapter 12 (“Cultural Exchange and Survival”) contains:

- A reorganized major section “Contact and Domination.”
- A revised section “Cultural Imperialism.”

Chapter 13 (“Applied Anthropology”) has:

- A new subsection “Applied Anthropology and the Subdisciplines.”
- A new section “Anthropology and Business.”
- A new box: “Hot Asset in Corporate: Anthropology Degrees.”

Note, too, that we have modified the design of MFH 3e, so as to make it more attractive and accessible and to reflect the mirror, reflection, water theme articulated so well in the Kluckhohn quote. We try to represent this theme by adding a color—blue—and express it in the new cover photo, too.

PEDAGOGY

The new edition incorporates suggestions made by users of my other texts as well as reviewers of the first two editions of MFH. The result, I hope, is a sound, well-organized, interesting, and “user-friendly” introduction to cultural anthropology.

MFH contains **boxes** at the end of each chapter, intended to give students a chance to consider anthropology’s relevance to today’s multicultural world and to their own lives. Some boxes examine current events or debates. Others are more personal accounts, which add human feeling to the presentation of cultural anthropology’s subject matter. Many boxes illustrate a point with examples familiar to students from their enculturation or everyday experience.

A **glossary** defining key terms presented in each chapter is found at the end of the book, along with a **bibliography** of references cited.

Available for use with MFH 3e is the third edition of an **ethnographic case studies** book, *Culture Sketches*, by Holly Peters-Golden. This book profiles several of the societies discussed in MFH. New to this edition of MFH, at each chapter’s end, is a link to a specific case study in the Peters-Golden book. Dr. Peters-Golden has taught introductory anthropology at the University of Michigan, using my textbook, for several years.

End-of-chapter summaries are now numbered, to make major points stand out.

SUPPLEMENTS

As a full-service publisher of quality educational products, McGraw-Hill does much more than just sell textbooks. They create and publish an extensive array of print, video, and digital supplements for students and instructors. This edition of MFH includes an exciting supplements package. Orders of new (versus used) textbooks help to 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

Student's Online Learning Center—this free Web-based student supplement features the following helpful tools at www.mhhe.com/kottakmirror3:

- Chapter objectives, outlines, and overviews
- PowerPoint lecture notes
- Self-quizzes (multiple choice, true/false and short answer questions with feedback indicating why an answer is correct or incorrect)
- Essay questions
- Key terms
- Vocabulary flashcards
- Interactive maps
- Career opportunities
- Chapter-related readings
- Monthly updates
- Interactive exercises
- Internet exercises
- Web links

Culture Sketches: Case Studies in Anthropology, 3rd ed., by Holly Peters-Golden—this unique collection of mini-ethnographies is linked to MFH via the “Case Study” found at the end of every MFH chapter. The collection features coverage of 15 anthropologically significant cultures and provides real-world examples of everything from witchcraft to matriliney to economic development/change.

FOR THE INSTRUCTOR

Instructor's Manual/Test Bank—this indispensable instructor supplement features chapter outlines, lecture topics, film suggestions and a complete test bank.

Computerized Test Bank—this easy-to-use computerized testing program is available for both Windows and Macintosh computers and makes testing simple.

Instructor's Online Learning Center—password-protected access to important instructor support materials and downloadable supplements such as:

- The instructor's manual
- PowerPoint lecture slides
- Links to professional 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.

ACKNOWLEDGMENTS

I'm grateful to many colleagues at McGraw-Hill. I thank Pam Gordon, freelance development editor, for her excellent ideas, suggestions, and guidance—involving four books, including MFH 3e. I continue to enjoy working with Phil Butcher, McGraw-Hill's editorial director for social sciences and humanities. I thank him for his unflagging support, as our association enters its second decade.

I thank Jean Hamilton for her work as project manager, guiding the manuscript through production and keeping everything moving on schedule. It's been a pleasure to work again with Barbara Salz, photo researcher, with whom I've worked for over a decade. I want to thank Chris Glew for his excellent work on the supplements for MFH, as well as for his hard and creative work on the last two editions of my longer texts. I also thank Peter deLissovoy, for his copyediting; Mary Kazak for conceiving and executing the design; and Dan Loch, a knowledgeable, creative, and enthusiastic marketing manager.

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Elizabeth Fortenbery—Pierce Community College

William Leons—University of Toledo

Daniel Maher—Westark College

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Gerald F. Reid—Sacred Heart University

Eugene E. Ruyle—California State University, Long Beach

Betty A. Smith—Kennesaw State University

Mark Tromans—Broward Community College

I was delighted by the enthusiasm expressed in their comments, especially by those who have used MFH in their courses. My thanks also to several colleagues, especially Emiko Ohnuki-Tierney (University of Wisconsin–Madison), Norman Whitten (University of Illinois–Champaign-Urbana), Karla Valdes (Riverside Community College), and Michael McCrath (South Seattle Community College), for taking the time to e-mail me (some more than once) their helpful comments.

Students, too, regularly share their insights about MFH via e-mail. Particularly helpful comments have come from the College of William and Mary, Illinois Wesleyan University, Ohio University, Queens College (New York City), and Southern Oregon University. Anyone—student or instructor—with access to e-mail can reach me at the following address: **ckottak@umich.edu**

As usual, my family has offered me understanding, support, and inspiration during the preparation of MFH. This book is dedicated to my daughter, Juliet Kottak Mavromatis, who continues our family tradition of exploring human diversity and diagnosing and treating the human condition.

After 33 years of teaching, I have 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 accept my thanks.

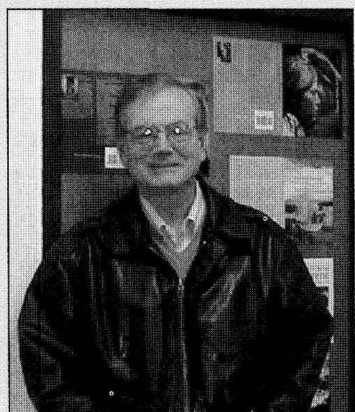
Annually since 1968 I've taught Anthropology 101 (Introduction to Anthropology), with the help of several teaching assistants each time. Feedback from students and teaching assistants keeps me up to date on the interests, needs, and views of the people for whom MFH is written. I continue to believe that effective textbooks are based in enthusiasm and in practice—in the enjoyment of teaching. I hope this product of my experience will continue to be helpful to others.

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About the Author



CONRAD PHILLIP KOTTAK (A.B. Columbia College, 1963; Ph.D. Columbia University, 1966) is Professor of Anthropology 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. In 1999 the American Anthropological Association (AAA) awarded Professor Kottak the AAA/Mayfield Award for Excellence in the Un-

dergraduate Teaching of Anthropology.

Professor Kottak has done ethnographic field work in Brazil (since 1962), in Madagascar (since 1966), and in the United States. His general interests are in the processes by which local cultures are incorporated—and resist incorporation—into larger systems. These interests link 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 Conrad Kottak's popular case study *Assault on Paradise: Social Change in a Brazilian Village*, based on his field work in Arembépe, Bahia, Brazil, was published in 1999 by McGraw-Hill. A research project during the 1980s blending ethnography and survey research in studying television's behavioral effects in Brazil was the basis of Professor Kottak's *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.

Conrad Kottak's other books include *The Past in the Present: History, Ecology and Cultural Variation in Highland Madagascar* (University of Michigan Press 1980), *Researching American Culture: A Guide for Student*

Anthropologists (University of Michigan Press 1982), and *Madagascar: Society and History* (Carolina Academic Press 1986).

The ninth editions of his texts *Anthropology: The Exploration of Human Diversity* and *Cultural Anthropology* were published by McGraw-Hill in 2002.

Conrad Kottak's articles have appeared in numerous 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 recent research projects, Professor 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," Professor 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 textbooks from professors and students. He can readily be reached by e-mail at the following Internet address: **ckottak@umich.edu**

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