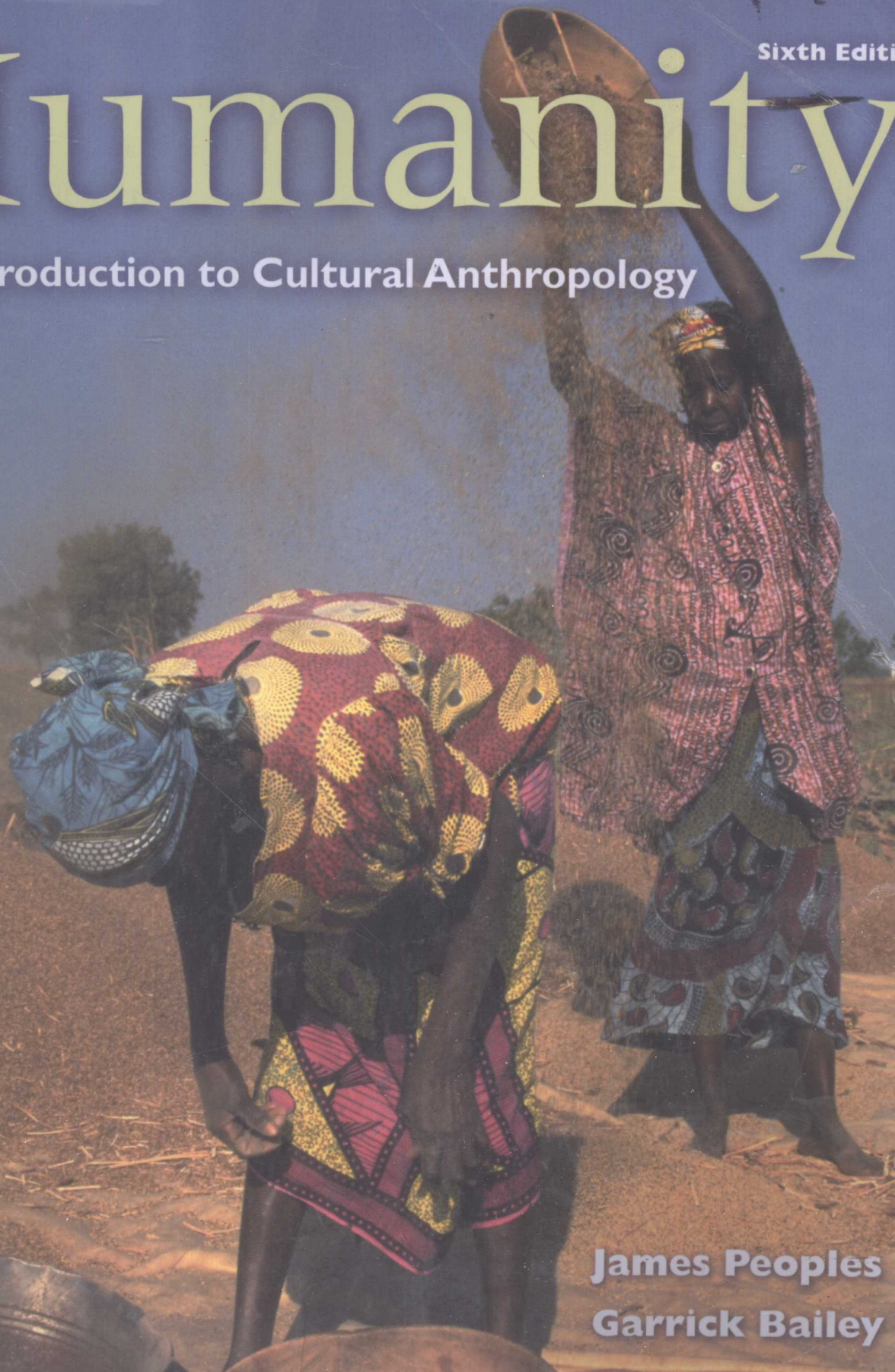


Sixth Edition

Humanity

An Introduction to Cultural Anthropology



James Peoples
Garrick Bailey

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James Peoples

Ohio Wesleyan University

Garrick Bailey

University of Tulsa

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Preface

Humanity is a textbook for introductory college and university courses in cultural anthropology. Cultural anthropology—or ethnology, as it is sometimes called—documents and tries to explain or interpret the fascinating cultural variability of the world’s diverse peoples. In *Humanity*, we try to convey to students the life-enriching as well as educational value of discovering this variability. In the process of discovery, we hope our readers will experience a change in their attitudes about other cultures and about humankind in general. We also hope anthropology will lead our readers to reconsider their own identities as individuals, as cultural beings, and as members of an increasingly global human community. Toward this end, we include material that will teach students new ways of looking at some of the problems that afflict the world in the twenty-first century, particularly those involving globalization, ethnic conflicts, population growth, hunger, and the survival of indigenous cultures. Lastly, we want students to grasp the full significance of the oldest anthropological lesson of all: that their own values, world views, and behaviors are a product of their upbringing in a particular human group.

The diverse peoples of the world now interact more frequently and intensively than ever before. The main reasons for this increasing interdependence of peoples and nations are well publicized. They include: the increasing integration of the global economy, growing international migration, educational and cultural exchanges between countries and regions, the worldwide spread of consumer culture, and new forms of conflict and cooperation between the world’s nations. Multiculturalism and multinationalism have become everyday words in just a couple of decades. Anthropology has much to say about these specific changes, but just as importantly anthropology—at least, anthropology taken seriously—makes those who study it aware of how their own lives are affected by such changes.

Changes in the Sixth Edition

Since the first edition of *Humanity* appeared fifteen years ago, much of the way we view the world has changed. With economic globalization and new communication

technologies, most notably the Internet, the world has become more and more connected. Products as well as cultural practices are being exported and imported to a degree never before seen. This edition, therefore, moves away from a historical approach to the study of humanity to focus more globally on the contemporary world.

Although globalization greatly affected the world in the twentieth century, it seems likely to change everyone’s life even more profoundly in the third millennium. We give special attention to this phenomenon in new “Globalization” boxes, dealing with dimensions of globalization such as language, market exchanges, inequality, art, and migration. Part IV, now entitled “Anthropology in the Modern World,” has been substantially rewritten to address the development and consequences of globalization and how it affects world trade, economics, art, migration, and politics. A new Chapter 18 entitled “World Problems and the Practice of Anthropology” includes material on indigenous peoples from the old Chapter 18 and explores how anthropological interests and insights are more than just academic.

In addition to the structural changes to Part IV, the chapter previously titled “Personality, Culture, and the Life Cycle” has been replaced by the new Chapter 4, which covers cultural variations in childhood nurturing, social learning, and life cycle changes. The one chapter that was new to the previous edition, titled “Art and the Aesthetic,” has been retained and revised. As in all previous editions, we have made substantial revisions to most chapters, which are outlined below.

Pedagogy

From the fifth edition, we retain some, but not all, of the boxes titled “A Closer Look.” A new box on human biological evolution appears in Chapter 2. The box “The Cultural Construction of Race” has been moved to Chapter 1, to provide students with anthropological insights on a controversial social issue early in the book.

“Concept Reviews” are additional pedagogical features. Appearing in every chapter, they condense concepts and distinctions into a form that emphasizes key differences in just a few words. Most are in tabular format.

As in previous editions, each chapter ends with a list of key terms, a summary, and suggested readings. In this edition, each main point in the chapter summaries is numbered. For most chapters, we have reduced the number of suggested readings and, of course, included more recent books. In addition, Internet sources available on the Companion Web Site are listed at the end of each chapter.

We hope that this new attention to globalization, together with the specific changes outlined below, will further enhance your understanding of the modern world and the contributions of anthropology in teaching us how to live together in the global community.

Chapter-by-Chapter Changes

As always, we revised all chapters to streamline certain discussions, update factual material, and reflect recent changes in the field's emphases and concerns. In most chapters, numerical data have been updated with the most recently available statistics. As before, all chapters have brief introductions that preview the contents and make the chapter material more engaging. For instructors who taught from previous editions of *Humanity*, the following chapter-by-chapter overview of the primary revisions in this sixth edition will be helpful.

Chapter 1 introduces the entire discipline, its five subfields, and anthropological perspectives on the human species. As in all other chapters, portions were rewritten. A major addition is a new discussion of relativism that distinguishes methodological and moral relativism, using female genital mutilation as an example. There is also "A Closer Look" box on the cultural construction of race.

Chapter 2 (culture) retains its basic orientation, but some discussions are reorganized and increased attention is given to the symbolic dimensions of cultural knowledge. The early part of the chapter was rewritten to accommodate the new "A Closer Look" box on human evolution.

Chapter 3 (language) contains a new section on non-verbal communication, including the exchange of implicit messages by means of touch, gestures and body language, and spatial relationships. The new "Globalization" box covers issues connected to the survival of indigenous languages and the use of English as a language of international communication.

Chapter 4 (enculturation and life stages) is a new chapter. After covering a few basic ways in which child-rearing and enculturation beliefs and practices differ from people to people, we compare and contrast two

African cultures (the Gusii and the Aka) in detail and outline some of the main reasons why they differ in the ways they nurture and teach infants and children. We also discuss other stages of life: childhood, adolescence, adulthood, and old age. Rites of passage now receive prominent treatment.

Chapter 5 (theory) now includes a discussion of diffusionism and configurationalism (illustrated by Ruth Benedict's work) that appears in the section on historical particularism. The "Concept Review" should help students sort out the main differences between the humanistic and the scientific approaches in cultural anthropology.

Chapter 6 (methods) has been completely updated, and a new "Globalization" box deals with the growing issues of increasing ethnic consciousness, repatriation, intellectual property rights, and the future of anthropological research.

Chapter 7 (adaptation) combines the information on foraging, cultivation, and pastoralism into a single chapter. There is new coverage of the Cheyenne and a box discussing the formation of Plains Indian culture after the introduction of horses. In addition to the major adaptations themselves, we discuss their main effects on cultural systems. This chapter provides the adaptational and ecological framework to which many other institutions (family and descent form, gender, political organization, and so forth) are related, although we are careful to emphasize the complexity of causal relationships in later chapters.

Chapter 8 (exchange) is the only chapter that is notably lengthier than in previous editions. The subsection on money has been redone, with a new discussion of the symbolic dimensions of money. New material includes a comparison of markets with other forms of exchange, to demonstrate that markets have costs as well as benefits. A major addition is the "Globalization" box, covering the internationalization of markets and their impacts on both "developed" and "less developed" nations and workers.

The early portion of Chapter 9 (marriage and family forms) has been reorganized slightly to include a revised discussion of social groups and new factual material on marriage among the Tiwi of Australia.

Chapter 10 (kinship, descent, and terminology) is reduced in length by eliminating coverage of the Crow kinship terminology. There is additional discussion of the cultural construction of kinship.

Chapter 11 (gender) still focuses on a just a few topics in the field of gender studies rather than trying to be comprehensive. It has a new section on gender crossing and multiple gender identities, with ethnographic examples drawn mainly from Native American peoples. Coverage

of the cultural construction of gender and the sexual division of labor is retained from the previous edition, though the length has been reduced to make room for the new section. Previous editions used the phrase “the status of women,” but comments from reviewers led us to recast this section in terms of “gender stratification.” We retained all material dealing with the relevance of anthropological studies for the understanding of gender relations in North American societies.

Chapter 12 (politics and law) has been reduced in length and some terms have been eliminated. A new issue, introduced in the “Globalization” box, is that of the future of the nation-state. Addressing concerns voiced by Noam Chomsky and others relative to actions of the World Trade Organization, the box raises questions about the emergence of a new “global” bureaucracy that is assuming governmental powers.

In Chapter 13 (inequality and stratification), statistical data on the distribution of annual income and wealth (net worth) in North America has been updated and a new discussion of the Forbes 400 is included. We reorganized and reworded the discussion on the concept of class. The new “Globalization” box covers several issues of economic inequality between nations.

The major changes in Chapter 14 (religion and world view) include deletion of the section “Sphere of Supernatural Intervention” and addition of Stewart Guthrie’s “anthropomorphic theory.”

Chapter 15 (art) was new to the fifth edition and is further revised here. An important change is the addition of a “Globalization” box that raises questions concerning the global economy and its effects on traditional art.

Chapter 16 (globalization) replaces the previous chapter entitled “The Changing Human World.” This new chapter focuses on the emerging global economy, the history of its development, and the economic, demographic, social, cultural, and political problems, issues, and consequences of globalization. The chapter ends with a discussion of the events of September 11 as one of the consequences of globalization.

Chapter 17 (ethnicity) has been updated to include the emergence of new conflicts. It has also been expanded to cover a new, higher level of identity, supranational identities, or what have been termed “civilizations.” The “Globalization” box in this chapter is concerned with issues raised by Samuel Huntington in his “Clash of Civilizations.”

The previous edition’s Chapters 18 and 19 (world problems) have been combined into a single Chapter 18 focusing on two aspects of applied anthropology. The first part discusses population growth and world hunger, showing how anthropological research provides a much

greater understanding of the core issues involved. The second part focuses on the advocacy role of anthropologists, with emphasis on the rights of indigenous peoples and the importance of using their traditional knowledge and practices to find solutions to contemporary problems.

The glossary, notes, and bibliography have been revised to reflect the preceding changes in the chapters. Although this edition is slightly longer, we have kept the size of the glossary about the same as before, continuing to believe that the main findings and lessons of anthropology are more important in introductory courses than mastery of several hundred key terms. As in previous editions, we cite the works consulted for each chapter at the end of the book as a way to keep readers’ attention focused on the content. Wherever possible, we attempt to give full credit to the scholars whose theoretical ideas or ethnographic information we use by integrating their names into the chapters themselves.

Pedagogical Features

Humanity includes several features intended to help students retain information and enhance the learning experience. These include:

- A concise preview of each chapter
- Boldfaced key terms, repeated in list form at the end of each chapter
- “Concept Reviews” that appear in appropriate locations in every chapter
- Boxed features including new “Globalization” boxes in most chapters
- Point-by-point summaries at the end of each chapter
- Maps on the inside of the front and back covers, showing national boundaries and the locations of the various peoples and cultures that receive significant discussion in the book
- A glossary at the end of the book that succinctly defines each key term
- Photos, with the caption tying the illustration directly to the text discussion
- Three indexes: peoples and cultures index, names (of scholars/authors mentioned or cited), and subjects

Supplements

Humanity: An Introduction to Cultural Anthropology, Sixth Edition, is accompanied by a wide array of supplements prepared for both instructors and students to create the best learning environment inside and outside the classroom. All of the continuing supplements have

been thoroughly revised, enlarged, and updated. In addition, there are several supplements new to this edition. Especially noteworthy are those that use the Internet.

Supplements for Instructors

Technology Demo CD-ROM for Anthropology. Do you want to use an online component for your class? Do you want your students to have access to InfoTrac College Edition? Do you wonder what Wadsworth's technology products do? If so, this CD-ROM is for you. The Technology Demo CD-ROM introduces and demonstrates all of the key technology supplements that Wadsworth offers. The demos will give you both an overview of what will work well for your needs and a more detailed demonstration of exactly how to use each product to stimulate students' interest and retention of material. The Technology Demo CD comes in each Instructor's Edition of the text.

Instructor's Manual with Test Bank. Prepared by Bruce P. Wheatley of the University of Alabama at Birmingham, this supplement offers the instructor chapter summaries, lecture suggestions, and discussion questions to facilitate in-class discussion; film/video resources; and Internet and InfoTrac College Edition exercises for each chapter. The test bank consists of 25 to 30 multiple-choice and 10 to 15 true/false questions with answers and page references, as well as 5 to 10 short answer/essay questions. A concise user guide for InfoTrac College Edition is provided as an appendix.

ExamView Computerized and Online Testing. Create, deliver, and customize tests and study guides (both print and online) in minutes with this easy-to-use assessment and tutorial system. *ExamView* offers both a *Quick Test Wizard* and an *Online Test Wizard* that guide you step-by-step throughout the process of creating tests. Its unique "WYSIWYG" capability allows you to see the test you are creating on the screen exactly as it will print or be displayed online. Using *ExamView*'s complete word processing capabilities, you can enter an unlimited number of new questions or edit existing questions.

Classroom Presentation Tools for Instructors

Wadsworth's Cultural Anthropology Transparency Acetates 2003. A set of four-color acetates from Wadsworth's Cultural Anthropology texts is available to help you prepare lecture presentations.

Multimedia Manager for Anthropology: A Microsoft PowerPoint Link Tool 2003 CD-ROM. This 2003 CD-ROM contains digital media and PowerPoint presentations for all of Wadsworth's 2003 introductory anthropology texts, placing images, lectures, and video clips at your fingertips. Start with the preassembled PowerPoint Presentations, which include chapter outlines and key terms. Then easily add video and images from Wadsworth's anthropology texts—all included on the CD-ROM. You can also add your own lecture notes and images to create a custom-made lecture presentation. The new Wadsworth Multimedia Manager also includes exciting new Lecture Launchers from field research around the world, supported by Earthwatch Institute.

Wadsworth Anthropology Video Library. Qualified adopters may select full-length videos from an extensive library of offerings drawn from excellent educational video sources such as Films for the Humanities and Sciences.

CNN Today Cultural Anthropology Video Series, Volumes I, II, III, IV, and V. CNN Today Cultural Anthropology Videos is an exclusive series jointly created by Wadsworth and CNN for the cultural anthropology course. Each video in the series consists of approximately 45 minutes of footage originally broadcast on CNN within the last several years. The videos are broken into short two- to seven-minute segments, which are perfect for classroom use as lecture launchers or to illustrate key anthropological concepts. An annotated table of contents accompanies each video with descriptions of the segments and suggestions for their use.

Visual Anthropology Video and Guide. This video consists of sixteen clips, each three to four minutes in length, from some of the best-known ethnographic films. The shortness of the clips makes for maximum flexibility. Documentary Educational Resources produced the video exclusively for Wadsworth/Thomson Learning. Derive the most benefit from the Visual Anthropology Video by using it in conjunction with *A Guide to Visual Anthropology*, prepared by Jayasinhji Jhala of Temple University. The booklet describes the films on the video, suggests related topic areas, and includes classroom questions for discussion.

Supplements for Students

Applying Cultural Anthropology: Readings. Prepared by Gary Ferraro, this reader contains 35 readings in applied

anthropology. The readings focus on areas in which anthropology has been applied such as business, medicine, education, government and law, criminal justice, and housing.

Researching Anthropology on the Internet, Second Edition. Written by David Carlson, this useful guide is designed to assist anthropology students doing research on the Internet. Part I contains general information necessary to get started and answers questions about security, the type of material available on the Internet, the information that is reliable and the sites that are not, the best ways to find research, and the best links to take students where they want to go. Part II looks at each main subfield in anthropology and refers students to sites where the most enlightening research can be obtained.

Distant Mirrors: America as a Foreign Culture, Third Edition. Written by Philip R. DeVita and James D. Armstrong, this volume consists of nineteen essays written by anthropologists and other scholars using an ethnographic perspective to bring American culture into focus. The text enables students to grasp the full impact of ethnography, to experience cultural relativity, and to better understand their own culture.

Web Resources and Supplements for Instructors and Students

Anthropology Online: Wadsworth's Anthropology Resource Center. Perhaps the most exciting new development in the complete supplementary package to accompany *Humanity* is the newly expanded Web site. The Wadsworth Anthropology Resource Center contains a wealth of information and useful tools for both instructors and students. After logging on to the Wadsworth home page at <http://www.wadsworth.com/anthropology>, click on Course Materials, Cultural Anthropology, and the *Humanity* book cover. Proceed to the Student Resources section by clicking on "For Students." There you will find many exciting chapter-specific resources such as practice quizzes that give you a score and e-mail your results to your instructor, CNN video clips, Internet Exercises, InfoTrac College Edition exercises, and much more. Instructors too will find a wealth of materials such as an online Instructor's Manual and PowerPoint Lecture slides.

A Virtual Tour of Applying Anthropology. This special section of the Web site serves as an online resource center for the anthropology student. Students will find examples of applied anthropology at work, graduate studies info, job boards, internships and fieldwork, an essay on careers with video . . . everything you could want to start thinking about a career in anthropology.

InfoTrac College Edition. Ignite discussions or augment your lectures with the latest developments in anthropology, culture change, and culture continuity. InfoTrac College Edition (available as a free option with newly purchased texts) gives you and your students four months' free access to an easy-to-use online database of reliable, full-length articles (not abstracts) from hundreds of top academic journals and popular sources. Among the journals, which are available 24 hours a day, seven days a week, are *American Anthropologist*, *Current Anthropology*, and *Canadian Review of Sociology and Anthropology*. Contact your Wadsworth/Thomson Learning representative for more information.

Acknowledgments

Since 1988, when the first edition of *Humanity* was published, the book has benefited enormously from the comments of more than a hundred reviewers. For this edition, we thank several scholars for their suggestions and critiques of the fifth edition: Yvette Baber, Don Conway-Long, Constance deRoche, James Ender, Erik Gooding, Edward Hedican, Michael McDonald, Amal Rassam, and Nancy Tatarek. Although we have not been able to incorporate all the thoughtful suggestions of these and other colleagues, all their comments were valuable.

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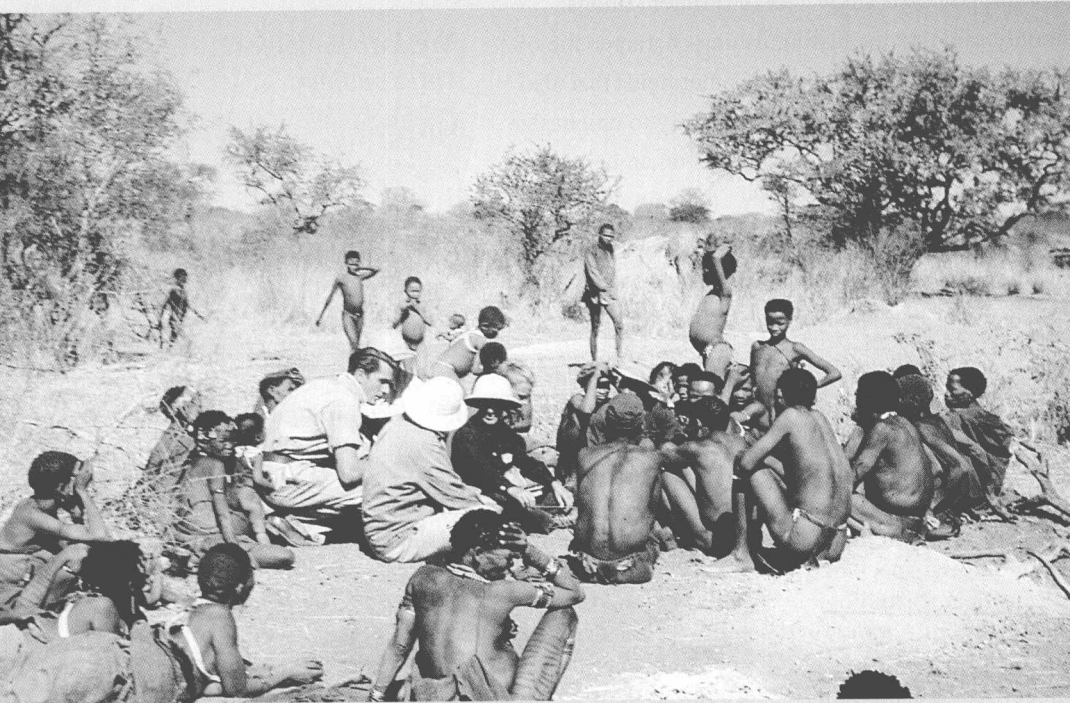
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Biological/Physical
Anthropology

Archaeology

Cultural Anthropology

Anthropological Linguistics

Applied Anthropology

Cultural Anthropology Today

Understanding Human Cultures: Anthropological Approaches

Holistic Perspective

Comparative Perspective

Relativistic Perspective

The Value of Anthropology

Marshall Expedition/ Documentary Educational Resources

Cultural anthropology studies how and why the world's diverse peoples differ so much in their customs and beliefs. The people shown here are the Ju/'hoansi, a people of southern Africa who formerly lived by means of hunting and gathering.

WHAT PHYSICAL AND MENTAL characteristics make humans different from other animals? Is there such a thing as “human nature” and, if so, what is it like? How and why do human groups differ, both biologically and culturally? Why have human cultures changed so much in the last 10,000 years? How are people who live in industrialized, urbanized nations different from people living a more “traditional,” “indigenous” lifestyle? These are some of the questions investigated by **anthropology**, the field that studies all humanity.

ALMOST EVERYTHING about people interests anthropologists. We want to know when, where, and how the human species originated and why we evolved into what we are today. Anthropologists try to explain the many differences between the world's cultures, such as why some cultures believe people get sick because the souls of witches devour their livers, whereas others hold that illness results from tarantulas flinging tiny magical darts into their bodies. We want to know why many Canadians and Australians like beef, which devout Hindus and Buddhists refuse to eat. We are interested in why some New Guineans often engorge themselves with the meat of

