

CULTURAL ANTHROPOLOGY

CONRAD PHILLIP KOTTAK  
FIFTH EDITION

F I F T H   E D I T I O N

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# CULTURAL ANTHROPOLOGY

Conrad Phillip Kottak

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## **CULTURAL ANTHROPOLOGY**

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CULT'HRO  
ANTHROANT'HRO









The World System, 1975-1983

- MAJOR CORE POWERS
- MINOR CORE POWERS
- SEMIPERIPHERY
- PERIPHERY

(Current political boundaries included for reference)



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# ABOUT THE AUTHOR

Conrad Phillip Kottak received his Ph.D. from Columbia University in 1966 and is professor of anthropology at the University of Michigan, where he has taught since 1968. He is currently chair of the general anthropology division of the American Anthropological Association.

Kottak has done field work in cultural anthropology in Brazil (since 1962), in Madagascar (since 1966), and in the United States. His general area of interest includes the processes by which local cultures are incorporated 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, economic development, national and international culture, and the mass media.

Professor Kottak's highly readable book *Assault on Paradise: Social Change in a Brazilian Village* was published in 1983 by Random House. Kottak's most recent research project blended ethnography and survey research in studying "Television's Behavioral Effects in Brazil." Kottak and his associates studied six field sites in different regions of Brazil, with support from the National Science Foundation, the National Institute of Mental

Health, and the Wenner-Gren Foundation for Anthropological Research. That research is the basis for Kottak's latest 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* and *Researching American Culture: A Guide for Student Anthropologists* (both University of Michigan Press), as well as *Madagascar: Society and History* (Carolina Academic Press). Kottak's articles have appeared in academic journals, including *American Anthropologist*, *Journal of Anthropological Research*, *American Ethnologist*, *Ethnology*, and *Luso-Brazilian Review*, and in more popular journals including *Transaction/SOCIETY*, *Natural History*, and *Psychology Today*.

Kottak is currently directing research projects investigating ecological awareness and risk perception in Brazil; the social context of urban waste water use for irrigation in Natal, Brazil; and developing a remote sensing approach to the human context and impact of deforestation in Madagascar.

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*To my mother,  
Mariana Kottak Roberts*



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# PREFACE

**H**aving done a major revision for the fourth edition of *Cultural Anthropology*, I hadn't planned to change much for the fifth. However, as I began considering what to revise, I discovered that cultural anthropology had been changing faster than I had realized. Also, a very thorough set of reviews (see list of reviewers) generally complimented the stylistic and content changes I made in the last edition but also suggested improvements I hadn't planned. Organization and updating were among the most important components of the revision this time. I tried to retain the features, including the livelier writing style, that most users of the fourth edition liked.

Instructors, students, and reviewers especially liked certain chapters and sections introduced in the fourth edition. I've updated and strengthened these, which include the chapters on Field Methods (Chapter 2), Culture (Chapter 3), The Future (Chapter 19), and the section on careers in anthropology in Chapter 17. I originally wrote that section, which many reviewers said they found particularly useful, because my own students so often ask me, "What can I do with an anthropology major?" or "How will anthropology help me get a job?"

I've added some new **profiles** and boxes to the fourth edition's popular **issues boxes**. The fifth edition now has one or more of these in each chapter. These boxes provide students with an oppor-

tunity to consider anthropology's relevance to today's world and to their own lives. Some boxes examine current events or debates. Others are personal accounts of field experiences, which add human feeling to the presentation of anthropology's subject matter. Many boxes illustrate a point by bringing in an example familiar to students from their enculturation or everyday experience.

As with the fourth edition, the entire book was typed into a computer, allowing me to scrutinize every word, sentence, paragraph, and caption—to attend to style, content, and organization. I was able to respond to hundreds of suggestions from users and reviewers. The result, I hope, is a well-organized, interesting, and "user-friendly" introduction to cultural anthropology.

What about **content** revision? In addition to **updating** all chapters, I have added two new chapters: Biological Diversity and Race (Chapter 4) and The World System, Industrialism, and Stratification (Chapter 9). Many chapters have **new sections**—responses to users' and reviewers' suggestions and to my recent teaching experience.

The book now has an obvious **unifying world system theme**, which builds on my previous emphasis on cultural ecology, political economy, and social change. This theme is introduced in Chapter 1 and is developed throughout the book, most obviously in the new Chapter 9.

Chapters have been **reorganized**. The new or-

ganization focuses on the themes of political economy, ecological adaptation, change, variation, and diversity—**unifying anthropology's subdisciplines**. (However, other approaches are also discussed and respected.)

I have added new **environmental issues**, content, and themes and new discussions of ecocide, ethnocide, genocide, tribal resistance and cultural survival (especially in Chapters 9 and 18). These topics and issues tie in nicely with the clearer organizational emphasis on adaptation and socioeconomic change within social systems of increasing scale—for example, the rise of the state, the modern world system.

Given the focus on **diversity** in today's curriculum, I believe that the discussion of **race, stratification, and gender** should be an important part of a cultural anthropology course. Anthropology has a special contribution to make to understanding these topics. Accordingly, the first new chapter (4) discusses the race concept in biology and society, shows how race is socially constructed, and counters arguments that connect race and intelligence. The other new chapter (9) discusses key features of modern stratification systems.

Since the last edition I have also been an active participant in the important **Gender in the Curriculum** Project of the American Anthropological Association. Cooperating with the project organizer Sandra Morgen, I was paired with Yolanda Moses, who commented extensively on, and met with me to discuss, the treatment of gender issues in the fourth edition. In response to Dr. Moses's very useful comments, **gender issues now receive expanded attention in most chapters**. The old sex roles chapter is now a **modern gender chapter** (11), taking account of the many gender studies done by anthropologists during the 1980s.

The following is an **annotated outline**, by chapter, of the main changes in *Cultural Anthropology*:

1. The Scope of Anthropology (major revision contains new overview and statement of the book's **unifying themes—the world system and cultural ecology**; expanded discussion of adaptation and of each subdiscipline; new Mead profile).
2. Field Methods (revised version changes places with the culture chapter, contains new profile-box on Malinowski and issues in **re-**

**flexive anthropology, interpretive anthropology, and writing ethnography**).

3. Culture (revised chapter changes places with chapter on field methods).
4. Biological Diversity and **Race** chapter is new.
5. The Primates (updated version has expanded discussion of **sociobiology** and **gender** issues).
6. Cultural Evolution and Adaptive Strategies is a revised chapter.

The following is the **reorganized core of the book** (Chapters 7 to 11). Earlier discussion of **political economy** issues—**power, stratification, modes of production, and gender**—makes the organization of the fifth edition much tighter.

7. Bands and Tribes (major revision includes new discussion of **warfare and tribal peoples** within the modern world system).
8. Chiefdoms and Nonindustrial States (major revision has expanded discussion of **stratification—including gender stratification** and Marx and Weber—and contains useful new chart correlating mode of production, stratification system, and sociopolitical type).
9. The World System, Industrialization, and Stratification are in a **key new chapter**. Core topics are the emergence of the world capitalist economy; industrialism and stratification; why the industrial revolution began in England; colonialism; core, semiperiphery, and periphery. Two new boxes cover the contemporary U.S. periphery (rural Tennessee) and industrialization and gender in Malaysia.

These organizational changes and the new chapters prepare the reader for the examples and case material from bands, tribes, chiefdoms, nonindustrial states, industrial nations, and the world system in each of the following chapters:

10. Economic Systems (revised chapter now compares North Pacific potlatching with cargo-fiesta system in Latin America, within the context of political economy, the world system, and colonialism).
11. Gender Roles (major revision of old sex roles chapter takes studies of the 1980s into account, has new box).



12. Kinship and Descent (revised and updated).
13. Marriage (revised and updated).
14. Religion (revised and updated).
15. Personality and Worldview (all new discussion of **cognitive anthropology** and schema theory are included; discussions of the culture of poverty, limited good, and the Protestant ethic are all linked to political economy and world system theory).
16. Language (revised and updated chapter has new discussions of **language and power**—the political economy of language in the modern world system).

Former Chapters 16 and 17 have been reversed and reorganized. The discussion of applied anthropology (including American examples) now precedes the chapter on contemporary global change and development.

17. Applied Anthropology (major revision covers anthropology and **colonialism**, ethical issues, urban, medical, business and media anthropology, **careers** in anthropology with discussion aimed at undergraduates, particularly prospective majors).
18. Social Change and Development (major revision includes expansion of the world system, acculturation, syncretisms, **media impact**, **ethnocide**, **ecocide**, **genocide**, **tribal resistance and cultural survival**; **development anthropology**, **interventionist philosophy**, development fallacies—the fallacies of overinnovation and underdifferentiation, **culturally appropriate innovation**; with a new box).
19. The Future (updated chapter has new material on the **culture of consumption**, **the global economy** and **conservation issues**, poverty and the income gap, race, ethnicity, and homelessness—all in world system perspective).

The **appendix** on contemporary American culture has been expanded and updated and new cases have been added.

What about **design, pedagogy, and study aids**? The McGraw-Hill staff and I have taken suggestions by users and reviewers seriously in planning the illustrations. We've increased the number of

illustrations, choosing almost all new photos. Most photos and art are now in **color**.

We've retained the pedagogical devices at the end of each chapter that were introduced in the fourth edition: **summary**, **study questions**, a **glossary** defining terms boldfaced in the chapter, and a short list of **suggested reading**. In addition, a complete **bibliography** appears at the end of the book.

The new **instructor's manual** contains a list of **free rental films** for adopters, organized by topic. Placement of orders can be made through McGraw-Hill sales representatives. The instructor's manual also contains a huge selection of multiple-choice, true-or-false, and essay questions. These are also available on diskette for use with the **computerized test-maker**, allowing instructors to generate entirely new tests from questions included on the diskette.

Available for the first time with the fifth edition is a useful new **Study Guide** for students written by Emanuel Polioudakis, who has worked with me for several years teaching introductory anthropology at the University of Michigan. In the Fall of 1990, Dr. Polioudakis became assistant professor of anthropology at Ohio University.

## ACKNOWLEDGMENTS

I owe thanks to many colleagues at McGraw-Hill. It's been a real pleasure getting to know and working with Phil Butcher, the executive editor in charge of anthropology. Phil and senior associate editor Sylvia Shepard helped me immeasurably in planning and accomplishing this revision. Sylvia read draft after draft of several chapters and offered numerous detailed suggestions for improvements. I also enjoyed renewing my long-time friendship with Barry Fetterolf. Barry, who has been associated with this book since its first edition, now heads McGraw-Hill's social sciences publishing.

Jennifer Sutherland did her usual conscientious and efficient work as editing supervisor. Without her I might not have met my deadlines. Bob Greiner took over as editing supervisor after most of the manuscript was in production; he has been an able replacement for Jennifer as the galleys and page proofs arrive. Elise Pattison, editorial as-

sistant, diligently checked all stages of proof. It has been a pleasure to work again with Barbara Salz, photo researcher, and Kathy Bendo, photo manager. I also thank Eric Lowenkron, for his excellent copyediting; Joan O'Connor, for conceiving and executing the attractive new design; Rich Ausburn, for shepherding the manuscript through production; Lori Pearson, marketing manager (and new anthropology editor); Sally Constable, marketing manager, and the McGraw-Hill sales representatives for making sure that instructors get to sample *Cultural Anthropology*.

Thanks are also due to reviewers of the fifth edition: Thomas W. Collins, Memphis State University; William G. Davis, University of California–Davis; Chantal Ferraro, City University of New York–Flushing; Brian L. Foster, Arizona State University; Luther Gerlach, University of Minnesota; Robert Bates Graber, Northeast Missouri State University; Barbara K. Larson, University of New Hampshire; Richard H. Moore, The Ohio State University; John Alan Ross, Eastern Washington University; Mary J. Schneider, University of Arkansas; and Andrei Simic, University of Southern California—especially to Yolanda Moses, who worked with me in the Gender in the Curriculum Project—and to my colleagues in anthropology who use the book and send me comments, corrections, and suggestions.

As always, my wife, children, and mother offered support and inspiration during my work, which lasted more than a year. I renew my dedication of this book to 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 three decades in anthropology and over twenty years of teaching, I have benefitted from the knowledge, help, and advice of so many friends, colleagues, teaching assistants, and students that I can no longer fit all 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 to a class of 500 to 600 students, with the help of 8 to 12 teaching assistants each time. Feedback from students and teaching assistants keeps me up-to-date on the interests, needs, and perceptions of the people for whom this book is written. I continue to believe that effective textbooks must be based in enthusiasm and in practice—in the enjoyment of one's own teaching experience. I hope that this product of my experience will be helpful to others.

Conrad Phillip Kottak



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# CULTURAL ANTHROPOLOGY

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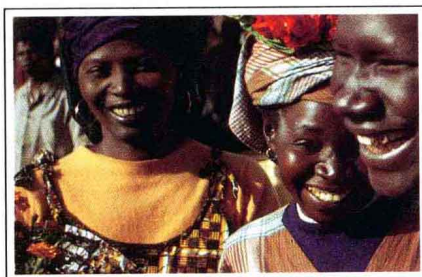
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