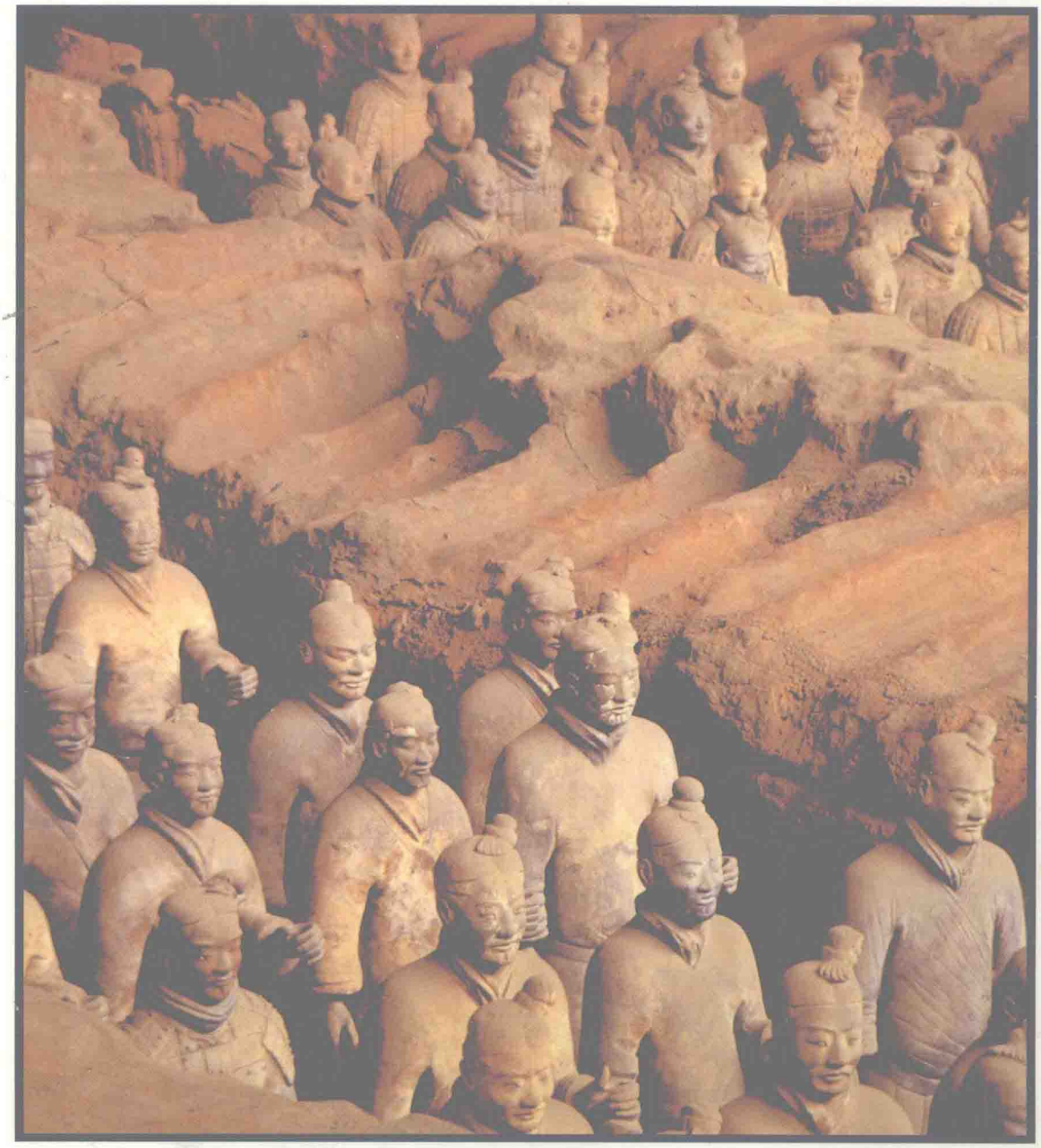
CULTURAL ANTHROPOLOGY

A GLOBAL PERSPECTIVE



THIRD EDITION

RAYMOND SCUPIN

CULTURAL ANTHROPOLOGY

A GLOBAL PERSPECTIVE

Third Edition

RAYMOND SCUPIN
Lindenwood University

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PREFACE

EDUCATIONAL GOALS AND ORIENTATION OF THIS TEXT

We all recognize that the world is getting smaller. Instantaneous global communications, trade among far-flung nations, geopolitical events affecting countries hemispheres apart, and the ease of international travel are bringing people and cultures into more intimate contact than ever before, forcing this generation of students to become more knowledgeable about societies other than their own. With that in mind, this textbook is grounded in the belief that an enhanced global awareness is essential for young people preparing to take their place in the fast-paced, increasingly interconnected world of the twenty-first century. And anthropology is ideally suited to introduce students to a global perspective. All the subfields in anthropology have a broad focus on humanity, which helps to liberate students from a narrow, parochial view and enables them to see and understand the full sweep of the human condition.

The anthropological perspective, which stresses critical-thinking processes, the evaluation of competing hypotheses, and the skills to generalize from specific data and assumptions, contributes significantly to a well-rounded education. This text engages readers in the varied intellectual activities underlying the anthropological approach by delving into both classic and recent research in the fields that make up anthropology.

Its emphasis on cultural anthropology notwithstanding, this text reflects a strong commitment to anthropology's traditional holistic and integrative approach. It spells out how the four basic subfields of anthropology—physical anthropology, archaeology, linguistics, and ethnology—together yield a comprehensive understanding of humanity. Because the subfields tend to overlap, insights from all of them are woven together to reveal the holistic fabric of a particular society or the threads uniting all of humanity.

An interdisciplinary outlook also resonates throughout this book. All contemporary anthropologists draw on the findings of biologists, paleontologists, geologists, economists, historians, psychologists, sociologists, political scientists, religious studies specialists, philosophers, and researchers in other fields whose work sheds light on anthropological inquiry. In probing various anthropological topics, this text often refers to research conducted in these other fields. In addition to enlarging the scope and reach of the text, exploring interactions between anthropology and other fields sparks the critical imagination that brings the learning process to life.

The comparative approach, another traditional cornerstone of the anthropological perspective, is spotlighted in this text as well. When anthropologists assess fossil evidence, artifacts, languages, or cultural beliefs and values, they weigh comparative evidence, while acknowledging the unique elements of each society and culture. This text casts an inquiring eye on materials from numerous geographical regions and historical eras to enrich student understanding.

A diachronic approach also characterizes this book because evaluating human evolution, prehistoric events, language divergence, or developments in social structure, anthropologists must rely on models that reflect changes through time.

TWO UNIFYING THEMES OF THIS TEXT

The overall theme of this introductory text is to illustrate both the diversity of human societies and

cultural patterns the world over and the similarities that make all humans fundamentally alike. To achieve these parallel goals, we pay as much attention to universal human characteristics as we do to particular cultural characteristics of local regions.

Another overarching theme is to point out the growing interconnectedness of humans throughout the world and the positive and negative consequences of this reality. Contacts and interactions among people in different societies have occurred throughout history. However, modern advances in communication and transportation have accelerated the process of globalization in recent decades. One goal of this text is to call on anthropological studies of various societies to discover how people are responding to the process of globalization.

ORGANIZATION OF THE BOOK

In this third edition, the arrangement and treatment of topics differ from that of other texts. In Part I, we introduce the basic concepts within the four fields of anthropology. Chapter 1 introduces the field of anthropology and explains how it relates to the sciences and humanities. This lead-in chapter also delves into how anthropologists use the scientific method. Chapter 2 presents basic evolutionary concepts, focusing on the most recent findings in paleoanthropology and archaeology with regard to human evolution.

In Part II, Chapters 3 to 7 reinforce one another. Chapter 3 examines the concept of culture as it is understood in anthropology. Beginning with the notions of material and nonmaterial culture, this chapter goes on to cite examples of cultural diversity found throughout the world. Here we also stress cultural universals and similarities that unify all of humanity.

In this edition, we also integrate the discussion of the concept of culture with the process of enculturation in order to bridge Chapter 3 on culture with Chapter 4 on psychological anthropology. To refine our discussion of culture and enculturation, we develop some new materials on recent research in cognitive anthropology.

In Chapter 4, we emphasize how anthropologists bridge the gap between biology and culture as they gain a greater understanding of enculturation and personality development in unfamiliar societies. To address this issue, we turn to the classic studies conducted by Ruth Benedict and Margaret Mead as well as the most recent research in psychoanalytic anthropology, childhood training in societies around the world, incest, sexuality, cognition, emotions, and the cross-cultural research on personality disorders.

In addition, in Chapter 4 on psychological anthropology, we have added a discussion of the new field of evolutionary psychology. Many psychological anthropologists have been attempting to incorporate the findings from this new field into their hypotheses.

Chapter 5, on language, dovetails with the previous chapter in several key ways. We have refined our discussion of the differences between ape communication and human language. New conclusions have been reached recently in the laboratory research and primatological fieldwork on ape communication as compared with human languages. Following up on these studies, we delve into linguistic research on the identification of colors and animal species, Chomsky's transformational model, and other related anthropological findings that suggest interactive relationships between biology and culture. We have expanded our discussion of the Sapir-Whorf hypothesis based on Hoyt Alverson's cross-linguistic research. Alverson's research represents a breakthrough that addresses current issues in cognition and culture. Other research findings in linguistic anthropology, including historical linguistics, complement material in the emerging field of sociolinguistics, introducing students to the most recent developments in the field.

Theory—classic and contemporary—frames Chapter 6, which offers a critical evaluation of the strengths and weaknesses of each theoretical paradigm. This chapter also amplifies the earlier treatment of the material-nonmaterial aspects of culture by comparing theories highlighting material culture with those placing greater emphasis on nonmaterial, symbolic culture.

Beginning with Chapter 7, this text presents a much different organizational scheme compared with that of other texts. Instead of structuring the book according to specific topics in anthropology, such as subsistence, economy, family, kinship, political organization, and religion, this text orga-

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nizes the material based on levels of societal organization and regional topics.

In this third edition of *Cultural Anthropology,* Chapter 7 walks students through the methods, research strategies, and some ethical dilemmas that confront ethnological researchers. Then readers learn about the major variables ethnologists analyze to gain insight into different types of societies: environment and subsistence, demography, technology, economy, social structure, family, kinship, gender, age, political systems, law, and religion. With this background students are ready to understand subsequent chapters.

Chapter 7 also presents the multidimensional approach, which most contemporary anthropologists use to analyze the elements of society and culture. Rather than grounding an understanding of society and culture in a single factor, this orientation taps into both material and nonmaterial aspects of culture to holistically view the full spectrum of society and to produce a balanced treatment of key issues that are aspects of anthropological analysis.

In Part III, Chapters 8, 9, and 10, the text reports the major anthropological findings related to prestate societies (bands, tribes, and chiefdoms). Because these classifications have been open to interpretation among anthropologists, these labels are used with extreme caution. Even though many anthropologists either shun these terms or seriously question their utility in describing complex, changing societies, we believe that these classifications give students who are first exposed to the discipline a good grasp of the fundamentals of prestate societies.

In Part IV, Chapters 11 and 12 move on to agricultural and industrial state societies, whose key characteristics emerge in the interconnections among variables such as political economy and social stratification. Chapter 11 brings to the fore the basic elements of agricultural societies as revealed by archaeologists, historians, and anthropologists. Chapter 12 opens with a look at the Industrial Revolution and the process of modernization, segueing into comparative research conducted in England, Western Europe, the United States, the former Soviet Union, and Japan to illustrate the dynamics of industrial states.

Sound pedagogical logic underlies this approach. Instead of presenting important anthropological research on demography, gender, economy, kinship, ethnicity, political systems, and religion as single chapters (usually corresponding to single lectures), this organizational scheme spotlights how these variables permeate the entire spectrum of human experience in different types of societies. Whereas the single-chapter format tends to marginalize these topics, this text's approach—based on different levels of societal organization—allows students to focus on the interconnections between the political economy and gender, age, family, kinship, religion, demography, technology, environment, and other variables. As a result, students gain a holistic understanding of human societies.

Organizing material according to levels of societal structure in no way implies or endorses a simplistic, unilineal view of sociocultural evolution. In fact, the ladderlike evolutionary perspective on society comes in for criticism throughout the text. While recognizing the inherent weaknesses of using classifications such as "tribes" and "chiefdoms"—including the parallel tendencies to lump diverse societies into narrow categories and to create artificial boundaries among societies—we believe that these groupings nonetheless serve the valuable purpose of introducing beginning students to the sweeping concepts that make anthropology distinctive. Generalizations about tribes and chiefdoms help students unfamiliar with anthropology's underpinnings to absorb basic concepts and data; the complexities and theoretical controversies within the discipline can always be addressed in more specialized advanced courses.

In Part V, we have made some significant changes that we believe will make the text more user friendly and more easily digestible for students. First, in Chapter 13, we have a new discussion of modernization theory with a critique of the terminology of First, Second, Third, and Fourth Worlds as being too simplistic to apply to what anthropological data demonstrates. This Cold War terminology is outdated from today's standpoint, especially based on ethnographic data regarding the complex levels of development and diversity found in the so-called Third World—and the Second World, the formerly industrial socialist societies that have mostly dissipated.

In this chapter, we delve into the theoretical paradigms that anthropologists have modified to understand the interrelationships among various

societies of the world. Modernization, dependency, and world-systems theories (and criticisms of them) are introduced to develop the global perspective. We emphasize that societies cannot be understood as independent, isolated units. This global perspective informs all the subsequent chapters, reinforcing a sense of global awareness among students.

Chapter 13 also considers the problems generated by contact between the industrial states and native prestate societies. It goes on to address a number of salient questions raised by these contacts: How are these prestate societies becoming absorbed into global economic and political networks? How are prestate peoples responding to this situation? And what are anthropologists doing to enhance the coping strategies of these native peoples?

Another significant change that we adopt in this third edition is a condensation of the *four* regional chapters on Latin America, Africa, the Middle East, and Asia that were in the earlier editions into *two* chapters that emphasizes the globalization taking place in all regions, and what anthropologists are finding in their local studies related to this globalization. Chapter 14, Global Industrialism and Non-Western Countries, incorporates some general trends in Latin America, Africa, the Middle East, and Asia found by anthropologists. We emphasize how all of these cultural regions are now becoming more interconnected with the global political economy.

This chapter documents the evolving interrelationships between Western countries and these non-Western regions by drawing on historical research. In addition to probing classic ethnographic research, contemporary issues in each region are placed within a broad historical context, offering readers finely honed diachronic insights into social and political developments in each of these non-Western areas.

In Part V, Chapter 15 highlights contemporary global trends that are changing our world. Anthropological research is brought to bear on environmental, demographic, economic, political, ethnic, and religious trends shaking the foundations of many societies. Among the topics addressed in this context are global warming, the Green Revolution, the increasing consumption of nonrenewable energy by industrial societies, the impact of multinational corporations, the demise of socialist regimes, and the rise of new ethnic and religious movements. We have expanded our discussion of ethnic and religious movements drawing on anthropological research from various non-Western cultural regions.

Chapter 16 sheds light on the fifth subfield of anthropology: applied anthropology. Here we consider key issues in applied anthropology, including social impact assessment research, medical anthropology, cultural resource management, and recent research aimed at solving practical problems in societies the world over. One of the goals of this chapter is to introduce students to new career possibilities in the field of anthropology.

FEATURES OF THIS TEXT

BOXES

In Critical Perspectives boxes, designed to stimulate independent reasoning and judgment, students take the role of anthropologist by engaging in active, critical analysis of specific problems and issues that arise in anthropological research. A successful holdover from the first edition, these Critical Perspectives boxes encourage students to use rigorous standards of evidence when evaluating assumptions and hypotheses regarding scientific and philosophical issues that have no easy answers. By probing beneath the surface of various assumptions and hypotheses in these exercises, students stand to discover the excitement and challenge of anthropological investigation.

Anthropologists at Work boxes, profiling prominent anthropologists, humanize many of the issues covered in the chapters. These boxes—another carryover from the first edition—go behind the scenes to trace the personal and professional development of some of today's leading anthropologists.

Finally, a number of Applying Anthropology boxes, another carryover from the last edition, show students how research in anthropology can help to solve practical problems confronting contemporary societies. Students often ask: What relevance does anthropology have to the problems we face in our generation? These Applying Anthropology boxes answer the relevance question head on. For example, one box notes that anthropologists unearth research data to help ease ten-

sions in multicultural relations in U.S. society. Another box describes how linguistic anthropologists work with indigenous peoples to preserve their languages as they adjust to the modern world. The concluding chapter of the text ties together many of these Applying Anthropology boxes by placing in perspective the full panoply of issues addressed in applied anthropology.

NEW PEDAGOGICAL AIDS

For sound pedagogical reasons, we have added new features to this third edition of *Cultural Anthropology: A Global Perspective*. Each chapter opens with profound questions that will help guide students to the most important issues addressed in the chapter. Also, each chapter contains Study Questions that draw on personal issues that students can use to help comprehend the material in the chapter. In addition, key terms at the end of the chapter will help students to review.

SUPPLEMENTS

This carefully prepared supplements package is intended to give the instructor the resources needed to teach the course and the student the tools needed to successfully complete the course.

Instructor's Resource Manual This essential instructor's tool includes chapter outlines, lecture and discussion questions, essay questions, recommendations for classroom activities, ideas for research projects, and supplementary reading materials.

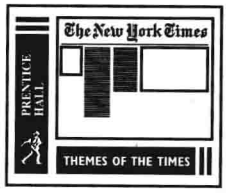
Test Item File This carefully prepared manual includes more than 1,000 questions in multiple-choice and true/false formats. All test questions are page referenced to the text.

Prentice Hall Custom Test Prentice Hall's testing software program permits instructors to edit any or all items in the Test Item File and add their own questions. Other special features of this program, which is available for DOS, Windows, and Macintosh, include random generation of an item set, creation of alternative versions of the same test, scrambling question sequence, and test preview before printing.

Telephone Test Preparation Service With one call to our toll-free 800 number, Prentice Hall will prepare tests with up to 200 questions chosen from the Test Item File, on bond paper or ditto master. Within 48 hours of your request, you will receive a personalized exam with answer key.

Videos A selection of high-quality award-winning videos from the Filmmakers Library collection is available upon adoption. Please see your Prentice Hall sales representative for more information.

Transparency Acetates Taken from graphs, diagrams, and tables in this text and other sources, more than 50 full-color transparencies offer an effective means of amplifying lecture topics.



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Study Guide Designed to reinforce information in the text, the study guide includes chapter outlines and summaries, key concepts, student self-tests, and applied exercises.

Anthropology on the Internet This brief guide introduces students to the origin and innovations behind the Internet and provides clear strategies for navigating the complexity of the Internet and World Wide Web. Exercises within and at the end of the chapters allow students to practice searching for the myriad of resources available to the student of anthropology. This 96-page supplementary book is *free* to students using the text.

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My warmest appreciation goes to my wife, Susan, whose emotional support and patience throughout the publication of the three editions of this text truly made this book possible.

Anyone with comments, suggestions, or recommendations regarding this text is welcome to send e-mail (Internet) messages to the following address: Scupin@lindenwood.edu.

ABOUT THE AUTHOR

Raymond Scupin is professor of anthropology at Lindenwood University. He received his B.A. degree in history and Asian Studies, with a minor in anthropology, from the University of California, Los Angeles. He completed his M.A. and Ph.D. in anthropology at the University of California, Santa Barbara. During graduate school, Dr. Scupin did archaeological and ethnohistorical research on Native Americans in the Santa Barbara region. He did extensive ethnographic fieldwork in Thailand with a focus on understanding the ethnic and religious movements among the Muslim minority. In addition, he taught linguistics and conducted linguistic research while based at a Thai university.

Dr. Scupin has been teaching undergraduate courses in anthropology for more than twenty-five years at a variety of academic institutions, including community colleges, research universities, and a four-year liberal arts college, thereby teaching a broad spectrum of undergraduate students. Through his teaching experience, Dr. Scupin was prompted to coauthor this textbook, which would allow many undergraduate students to understand the holistic and global perspectives of the four-field approach in anthropology.

Dr. Scupin has published widely based on his ethnological research in Thailand. He recently returned to Thailand and other countries of Southeast Asia to update his ethnographic data. He is a member of many professional associations, including the American Anthropological Association, the Asian Studies Association, and the Council of Thai Studies.

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