

Raymond Scupin • Christopher R. DeCorse

Anthropology

A Global Perspective



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A GLOBAL PERSPECTIVE

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Preface

Educational Goals and Orientation of This Text

As educators we realize that our students need to be familiar with global trends and developments to participate constructively in the modern world. This textbook is written with the belief that students will benefit from an enhanced global awareness. Anthropology is uniquely suited to introduce students to a global perspective. All of the various subfields of anthropology have a broad focus that encompasses all of humanity. The study of anthropology helps liberate students from a narrow, parochial focus and enables them to understand broad generalities regarding the human condition.

More educators are becoming aware that the anthropological perspective is central to the general education of U.S. students. This perspective involves critical-thinking processes, the evaluation of competing hypotheses based on different data, and the ability to generalize from specific data and assumptions. This text attempts to engage the student in these different intellectual activities through exposure to both classic and recent research within the fields of anthropology.

The text is also committed to the traditional holistic and integrative ideals of anthropology. That is, it explains how the four basic subfields of anthropology—physical anthropology, archaeology, linguistics, and ethnology—contribute *together* toward a general understanding of humanity. All of the subfields overlap to help develop generalizations and insights. Whenever possible in this text the data and approaches from all of these subfields are drawn together to provide a holistic view of a particular society or of all of humanity. We have

attempted to integrate the findings from all of these subfields throughout many of the chapters.

In addition to the four subfields, this text highlights the ways in which modern anthropology is becoming more interdisciplinary, sharing concerns with many other fields. Presently all anthropologists realize that the insights in their own field cannot be sustained within the confines of narrow, specialized frameworks. In pursuing their research goals, anthropologists draw on the findings of biologists, paleontologists, geologists, economists, historians, psychologists, sociologists, political scientists, religious specialists, and others. In examining various anthropological topics, this text often refers to the data and generalities that have been developed in other fields. Exposing students to the interactions between anthropology and other fields helps to stimulate their critical imagination throughout the learning process.

The comparative approach is another traditional aspect of the anthropological perspective that is emphasized in this text. When assessing fossil evidence, artifacts, languages, or cultural beliefs and values, anthropologists rely on comparative evidence while acknowledging the unique features of each society and culture. This text draws on a rich variety of materials reflecting different geographical regions and prehistoric and historical eras to broaden the student's horizons.

The text also emphasizes a diachronic perspective. All of the anthropological subfields strive for a broad prehistoric or historical context in their analysis of data. In assessing questions regarding human evolution, prehistoric events, language divergence, or developments in social structure, anthropologists have to rely on models that involve change through time. This diachronic orientation informs the entire text.

Two Unifying Themes of This Text

The overall theme of this introductory text is to demonstrate the diversity of different societies and cultural patterns but also to show how humans everywhere are fundamentally similar. This topic is addressed throughout the text in a variety of ways. It is emphasized in chapters dealing with the findings of modern anthropological research in human evolution, language, and sociocultural developments. We strive to pay as much attention to universal characteristics of the human condition as to the particular conditions within local regions.

Another general theme is to demonstrate the increasing interconnectedness of humans everywhere and the positive and negative consequences of this reality. Prehistoric, historical, and ethnographic research has demonstrated that contacts and interactions among people in different societies have always occurred. However, through modern technological advances in communication and transportation, the process of globalization has rapidly accelerated during recent decades. The people of both Western and non-Western societies are increasingly drawn into wider regional, national, and international networks that have influenced their local circumstances. One goal of this text is to use anthropological studies of particular societies to demonstrate how people are responding to the process of globalization.

Organization of the Book

The organization of this text differs from that of the majority of general anthropology texts. Chapter 1 introduces the field of anthropology and explains how it relates to the sciences and humanities. It also includes a discussion of how anthropologists utilize the scientific method. Chapter 2 introduces evolutionary concepts, with discussions of Darwin, Mendel, modern genetics, and other basic concepts.

In Chapter 3 we present the discussion of pri-

mates in a distinctive manner. Instead of having two separate chapters on primate evolution and contemporary primates, we have one chapter that integrates these two topics. Chapter 3 also serves as a transitional springboard for understanding evolutionary change and the emergence of hominids, including contemporary humans.

Chapters 4 and 5 present the most recent research on hominid evolution including discussions of fossil remains, artifacts, and discoveries in molecular genetics. Chapter 6 examines human variation by focusing on biological anthropology as well as the relationship between “race” and “intelligence.” Chapter 7 focuses on the origins of the Neolithic, or the domestication of plants and animals. This chapter presents a global perspective, emphasizing that the Neolithic was a worldwide phenomenon. We present the archaeological data on domestication from all of the major regions of the world.

Chapters 8, 9, 10, and 11 are interrelated chapters that reinforce one another. Chapter 8 introduces the concept of culture in relationship to the nature-nurture controversies. It also explains how modern researchers have attempted to transcend this dichotomy through interactionist perspectives that draw on both culture and biology. In addition, the chapter exposes students to the material and nonmaterial aspects of culture.

The chapter on language continues the discussion of nature-nurture models through examining the findings of laboratory research and primatological fieldwork on ape communication compared with human languages. We present linguistic research on color terms, Chomsky’s transformational model, and other related findings that indicate interactive relationships between biology and culture. The chapter also includes other major research findings within anthropological linguistics.

Chapter 10 presents most of the older and recent theories within anthropology, with an evaluation of the strengths and weaknesses of each. This chapter continues the discussions of the material-nonmaterial aspect of culture by examining theories focusing on material culture versus those focusing on nonmaterial, symbolic culture.

Beginning with Chapter 11 this text presents a much different organization of anthropological

data and topics. Instead of structuring our book according to different topics such as subsistence, economy, family, kinship, political organization, and religion, we have organized the book according to levels of societal development and regional topics. In Chapter 11 we present the major variables that anthropologists investigate in their research: environment and subsistence, demography, technology, economy, family, kinship, gender, age, political systems, law, and religion. This provides the student with a basic framework in which to understand the subsequent chapters.

Chapter 11 introduces the multidimensional approach used by most anthropologists to analyze society and culture. This approach eschews any single-factor causal analysis of society and culture. Both materialist and nonmaterialist aspects of culture are considered as important variables in understanding society. The multidimensional approach helps produce a balanced treatment of different issues throughout the text.

In Chapters 12, 13, and 14 we present the major anthropological findings and topics related to prestate societies (hunter-gatherers, tribes, and chiefdoms). Recognizing that these classifications vary among anthropologists, we have applied these labels with extreme caution. We are aware that many anthropologists either do not use these terms or question their utility in describing complex, changing societies. Nevertheless, we believe that these basic classifications help introduce the concepts and generalities to students who are first exposed to the discipline.

Chapters 15 and 16 introduce the students to agricultural and industrial state societies. The basic characteristics of these societies are examined by showing the interconnections among variables such as political economy and social stratification. After introducing the different hypotheses of state formation, we present the basic features of agricultural states within a global framework. Chapter 16 begins by examining the Industrial Revolution and then utilizes comparative materials drawn from England, Western Europe, the United States, the Soviet Union, and Japan to illustrate the dynamics of industrial states.

Although this organization is different from that of most textbooks, we believe that there are sound pedagogical reasons for adopting it. Instead

of presenting important anthropological research on demography, gender, economy, kinship, ethnicity, political systems, and religion as single chapters (usually translating into single lectures), we found that we could demonstrate how these topics permeate the entire spectrum of human experience in different types of societies. When presented as single chapters, these topics tend to become marginalized. In contrast, by presenting the material based on levels of societal organization, the anthropologist can focus on the interconnections of the political economy with gender, age, family, kinship, religion, demography, technology, environment, and other variables.

This approach to organizing the material according to levels of societal organization *in no manner* implies or endorses a simplistic, unilineal view of sociocultural evolution. A ladderlike evolutionary view of society is criticized throughout the text. We fully recognize the inherent weaknesses of using classifications such as “tribes” and “chiefdoms” to characterize the diversity of societal developments. We are also aware that these classifications tend to produce artificial boundaries among societies. However, we believe that these categories offer a useful means of introducing the generalizations discovered within anthropological research. These generalizations help beginning students absorb basic concepts and data. The complexities and theoretical controversies regarding these generalizations can always be qualified in more specialized advanced courses.

Chapters 17, 18, 19, 20, and 21 are also unique in organization compared with the majority of texts. In Chapter 17 we introduce global frameworks used (and criticized appropriately) in anthropology—modernization, dependency, and world-systems theory—to demonstrate interrelationships among different societies. As contemporary anthropologists fully understand, societies cannot be studied as independent, isolated units. This global perspective informs all of the subsequent chapters. We believe that this organization will help develop global awareness among students.

In Chapter 17 we begin by examining the problems generated by contact between the industrial states and prestate societies, or the so-called Fourth World. The students will have been ex-

posed to many of the prestate societies in the preceding chapters. Chapter 17 provides an overview of how these prestate societies are becoming absorbed into global economic and political networks. It also includes discussions of how prestate peoples have responded to this situation.

Chapters 18 through 21 are devoted to the major anthropological findings in different regions of the world—Latin America and the Caribbean, Africa, the Middle East, and Asia. In most other texts the anthropological findings from these regions are scattered throughout different chapters. We have attempted to consolidate these findings within the context of specific areas. Each of these regional chapters begins with an archaeological overview of the major agrarian civilizations in these areas. This conveys to students a sense of the impressive indigenous societal developments in these regions prior to Western contact. Following these opening sections, these chapters rely heavily on historical research to document the interrelationships between Western countries and these different regions. The classical ethnographic research and recent topics explored in each region are placed within a broad historical context. This diachronic perspective helps the students understand contemporary issues and movements in Third World areas.

Chapter 22 concludes this section with a focus on contemporary global trends that are currently changing our world. Environmental, demographic, economic, political, ethnic, and religious trends are discussed with reference to the anthropological research on these topics. The most recent trends, including global warming, the consequences of the Green Revolution, the impact of multinational corporations, the demise of socialist regimes, and the rise of ethnic and religious movements, are highlighted within a broad anthropological perspective.

Chapter 23 introduces students to some of the recent trends in anthropological research that will influence the future of the field. Applied anthropology, cultural resource management, postmodern ethnography, and ethical relativism and human rights are discussed. One of the aims of this chapter is to introduce the new career possibilities within the field of anthropology.

Features of This Textbook

Boxes

Several features of this textbook make it unique. We have incorporated a number of *critical-thinking boxes* designed to stimulate independent evaluation and reasoning. In these boxes students are invited to engage in active, critical reasoning about specific problems and issues that result from anthropological research. We find that in too many cases textbooks present students with an overwhelming amount of information to absorb and regurgitate without attempting to promote independent reasoning. We therefore have designed our critical-thinking boxes to encourage students to use rigorous standards of evidence when evaluating assumptions and hypotheses held by different anthropologists. These boxes present scientific and philosophical issues that have no easy answers. We hope that by probing beneath anthropological assumptions and hypotheses in these exercises, students will discover the excitement and challenge of anthropological investigation.

In addition, we have included a number of *biography boxes* that provide profiles of prominent anthropologists. These boxes contain material that overlaps with the issues developed in specific chapters, thereby reinforcing basic concepts for students. They also serve to generate interest in the personal and professional development of some of the leading anthropologists.

Finally, we have added a number of *ethnography boxes* to chapters dealing with different levels of societal development such as hunter-gatherers, chiefdoms, agrarian civilizations, and Third-World societies. These boxes synthesize the different variables investigated by anthropologists to describe a specific society. They help illustrate the multidimensional perspective in demonstrating how variables such as demography, political economy, social organization, and religious values affect one another in a society. Through reading these ethnography boxes, students will see how the holistic perspective used by anthropologists contributes toward an understanding of society.

Other Special Features

Aside from the color photos and well-designed illustrations, the text also includes many useful maps for the different world regions. The photos, illustrations, and maps help support the learning of concepts and data in the text. The key concepts of the chapters are printed in boldface and are followed by a definition. All of the key concepts can also be found in a cumulative glossary in the back of the book.

Summaries are provided at the end of each chapter to help students assimilate the basic themes. In addition, suggested readings are briefly annotated at the end of each chapter so that interested students may pursue a more in-depth understanding of a particular topic.

Supplements

Instructor's Edition This edition of *Anthropology* offers the instructor the student version of the text with the Instructor's Manual conveniently bound in to the front of the book to make one handy teaching tool. Charles Ellenbaum of the College of DuPage has written the Instructor's Manual for this textbook. The IM contains pedagogical suggestions for developing material presented in the text. It provides chapter outlines, lecture and discussion questions, recommendations for classroom activities, suggested research projects, and appropriate reading materials. It also includes essay questions that can be used for examinations.

Test Item File The Test Item File includes 1200 questions in multiple-choice and true/false formats. The answer key is page-referenced to the text.

Prentice Hall TestManager This supplement is a test-generating system for IBM and compatible computers. Prentice Hall GradeManager is also available.

Telephone Test Preparation Service With one call, Prentice Hall will provide test preparation and typing, on bond paper or ditto master. Within 48 hours of the request, the personalized exam and separate answer key will be mailed to the instructor.

Study Guide The guide is designed to rein-

force information provided in the text. It includes chapter outlines and summaries, key concepts, student self-tests, and applied exercises.

Videos Selected videos are available to augment your course. See your Prentice Hall sales representative for details.

Transparency Masters Tables, graphs, and charts taken from the book are made available as convenient transparency masters.

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Introduction to Anthropology 1

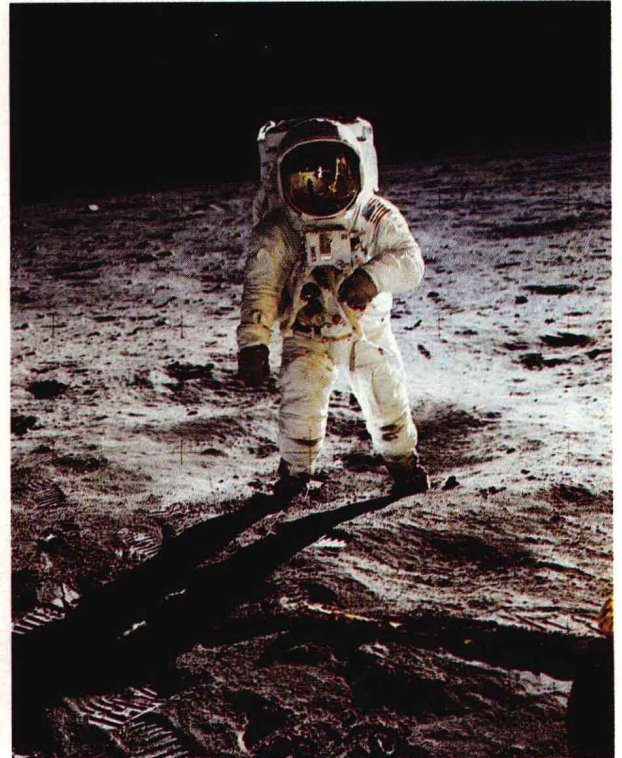
THE LATE ANTHROPOLOGIST Morton Fried once pointed out similarities among space travel, science fiction, and the field of anthropology (1977). He noted that when Neil Armstrong became the first human to set foot on the moon in July 1969, it was a case of "first contact." To space travelers and science fiction writers, *first contact* refers to the first meeting between earthlings and extraterrestrial beings. To anthropologists the phrase refers to the initial encounters between peoples of different societies.

For thousands of years peoples throughout the world have had first contacts with one another. Perhaps in the future through further exploration in space, there may be initial encounters between earthlings and creatures from other worlds.

Imagine the year 2100 when space travelers from earth have these first contacts with extraterrestrials in distant galaxies. Undoubtedly, the earthlings will want to investigate the nature of these beings. Because the extraterrestrial beings will no doubt differ physically from humans, the space travelers will attempt to investigate their physical characteristics. To do this they will examine the environmental conditions of the discovered planet to determine how these creatures originated and why they developed certain physical traits. They will also study the physical variations found within the extraterrestrial populations.

In addition to physical characteristics, the space travelers from earth will want to study how the extraterrestrial society has developed over time. To do so, they will have to investigate the technology and other aspects of that society that would indicate patterns of change over time. In the year 2100, space scientists may be able to carry out this analysis using sophisticated methods to examine the layers of the discovered planet's crust to locate different inventions, buildings, or art forms that have developed through specific time periods.

One of the first problems the interplanetary space travelers may encounter is communicating with the extraterrestrials. They will need to study the form of communication used by these creatures and attempt to distinguish patterns of sounds



Neil Armstrong on the moon.

or other procedures used to transmit information. The space travelers may find that different forms of communication are used in various locations on the planet. They may have to compare these different communication patterns to understand the different groupings found on the planet.

Another means of understanding the extraterrestrials would be to observe their behavior by residing in their communities. In addition to recording these behaviors as accurately as possible, the space travelers might have to participate in the various activities of these beings to achieve an "insider's" perspective.

One of the primary missions of the space travelers would be to determine how similar and how different these extraterrestrials are from earthly human beings. They would utilize all of their findings to compare the physical characteristics, the

development of the society over time, the forms of communication, and overall behavior and thought of the extraterrestrials with that of humans.

As we will see in this chapter, the field of anthropology attempts to understand humanity by using the same types of techniques that future space travelers would use to understand extraterrestrials. Anthropologists have developed specialized procedures over the past 100 years to perform this investigation. The major goals of anthropology are twofold: to understand the uniqueness and diversity of human behavior and societies around the world, and to discover the fundamental similarities of human beings wherever they

may be found in the world, in the past or the present. To accomplish these goals, anthropologists undertake systematic case studies of people living in particular locations and then use comparative techniques to determine the similarities and differences among various peoples.

These goals lie at the center of the field of anthropology. They provide anthropology with distinctive objectives and have encouraged anthropological research that has increased our understanding of humanity, from the beginnings of human societies to the present. Chapter 1 will introduce the distinctive approaches used in anthropology to fulfill these goals.

Although anthropologists study the distinctive features of different cultures, they also recognize the fundamental similarities among people throughout the world.

