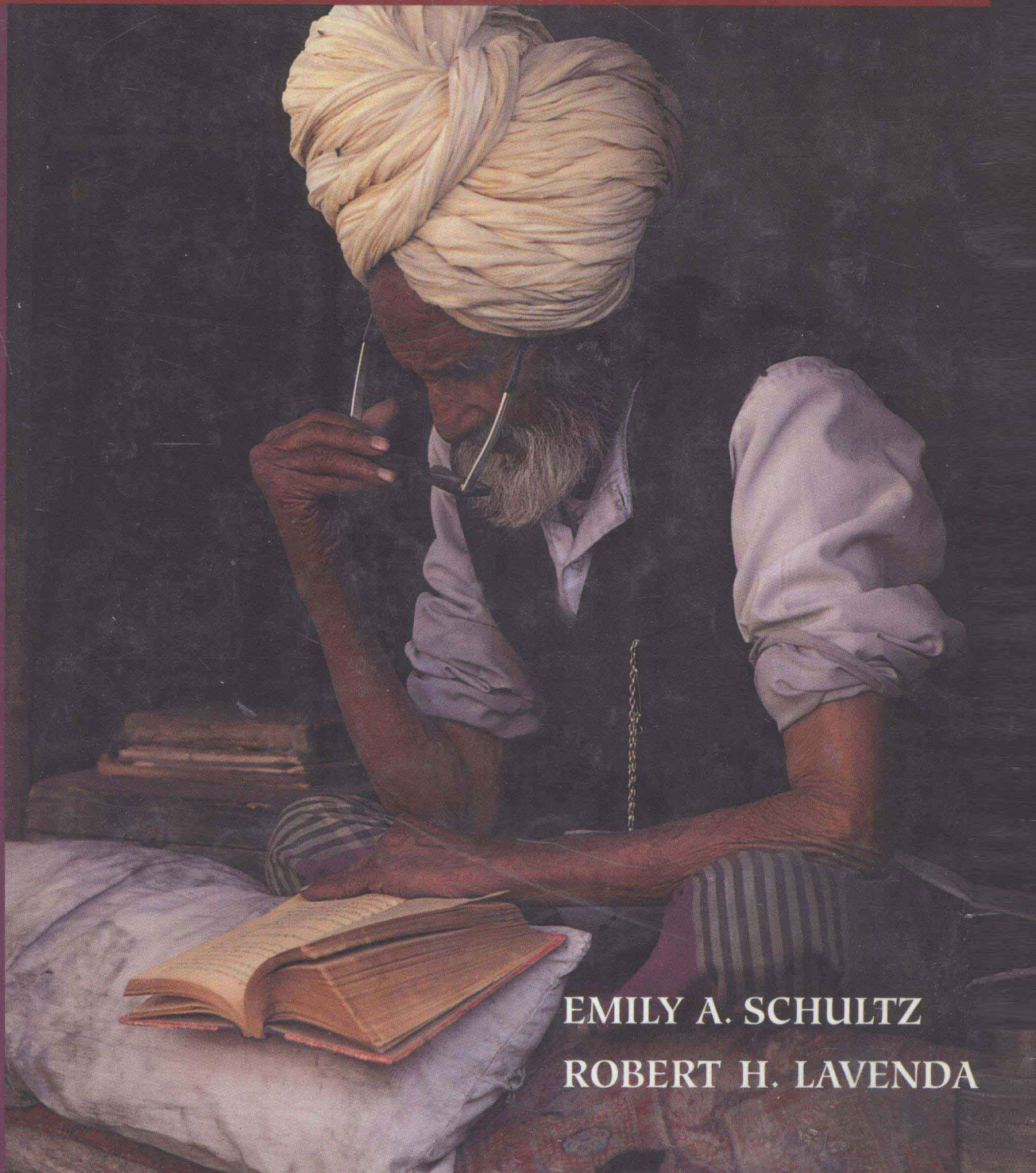


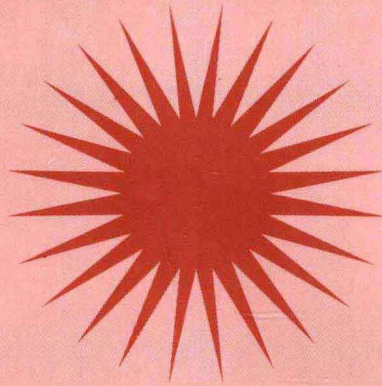
CULTURAL ANTHROPOLOGY

FIFTH
EDITION

A PERSPECTIVE ON THE HUMAN CONDITION



EMILY A. SCHULTZ
ROBERT H. LAVENDA



Cultural Anthropology

*A Perspective on the
Human Condition*

FIFTH EDITION

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Cultural Anthropology

For Daniel and Rachel

Preface

Anthropology examines broad and complex issues about human cultures. In this text, we explore the interplay of cultural creativity, human agency, and material constraint in the shaping of human cultural traditions. Cultural practices that work become part of local traditions that serve as resources on which people can draw when faced with ambiguities in the future. However, the power struggles that go on in all societies always shape decisions about what “works” and what does not, further complicating the relationship between what people do and what “ecology” or “economics” or “rationality” is thought to require. The result is the tremendous variety of culturally constructed ways of life, none of which can easily be explained as the inevitable outcome of a single shaping force. Our book aims to show how human agents use cultural creativity to cope with the material constraints that circumscribe all human life.

ORGANIZATION AND CONTENT

Cultural Anthropology: A Perspective on the Human Condition, Fifth Edition, consists of 16 chapters in 5 parts:

- Part I, The Tools of Cultural Anthropology, consists of three introductory chapters on the concept of culture; ethnographic fieldwork; and history, anthropology, and the explanation of cultural diversity.
- Part II, The Resources of Culture, is a set of four chapters on the key dimensions and products of human creativity: language; cognition; play, art, myth, and ritual; and worldview.
- Part III, The Organization of Material Life, includes two chapters—on social organization and power, and on making a living—that deal with

the ways human cultural creativity is channeled and circumscribed by political and economic constraints.

- Part IV, Systems of Relationships, looks at the organization of human interdependence. Chapters about kinship, marriage and the family, and social organization beyond kinship emphasize how people make use of cultural resources as they struggle to pursue their personal projects within contexts of political and material constraints.
- Part V, From Local to Global, concludes the text by asking students to contemplate the globalizing, transnational context in which all human beings live at the beginning of the twenty-first century, and the ever-intensifying political, economic, and cultural forces with which all societies must cope. We do this by examining dimensions of inequality in the contemporary world (covering class, caste, race, ethnicity, and nationalism), the world system; and anthropology in everyday life. Because issues of inequality—often in virulent form—have again come to the fore in anthropological research as they have in everyday life all over the world, we have increased our coverage of these issues.

WHAT'S NEW IN THE FIFTH EDITION

1. Based on continuing feedback from students and with the help of insightful users of the book and reviewers, we have streamlined or rewritten sections throughout the book to improve readability and accessibility.
2. We pay greater attention to forms of inequality in the contemporary world—racism, ethnic

discrimination, nationalism, class, caste. We have particularly increased the attention paid to the (mis)use of the concept of race.

3. We have added a new chapter: Chapter 14, Dimensions of Inequality in the Contemporary World: Class, Caste, Race, Ethnicity, and Nationalism.
4. Based on our view that the broader world context shapes—and has always shaped—the lives of both the peoples anthropologists have studied and the anthropologists themselves, we have tried to historicize our ethnographic examples, replacing the ethnographic present whenever possible in order to explicitly situate in time the ethnographic material we are citing.
5. We have substantially modified several chapters, particularly those dealing with cognition; play, art, myth, and ritual; and worldview.
6. The emphasis on the way human beings use culture to adapt to and to transform the world has been strengthened and more thoroughly integrated throughout the text.

Every chapter has been revised, many substantially, but some chapters have seen particularly noteworthy changes:

- *Chapter 3: Ethnographic Fieldwork.* This chapter contains some new material from recent writing about ethnography as well as some restructuring and streamlining of the discussion of positivism and reflexivity. It also includes a new In Their Own Words selection from Ruth Behar's *The Vulnerable Observer*.
- *Chapter 7: Play, Art, Myth, and Ritual.* New material in this chapter includes an In Their Own Words box on Barbie dolls and race and a new section on issues in the globalization of the art market.
- *Chapter 8: Worldview.* In addition to an extensive new discussion of contemporary approaches to religion in anthropology, this chapter includes new material on channeling in the United States and the controversy over the wearing of head scarves by female Muslim public school students in France.
- *Chapter 12: Marriage and the Family.* We have expanded the discussion of family and added a new

In Their Own Words box on outside work, women, and bridewealth in Kenya by Judith Abwunza.

- *Chapter 13: Beyond Kinship.* To complement the new Chapter 14, this chapter now comprises discussion of non-kinship forms of social organization found in egalitarian societies.
- *Chapter 14: Dimensions of Inequality in the Contemporary World: Class, Caste, Race, Ethnicity, and Nationalism.* Built on the base of the discussion of nonkin ties in stratified societies in previous editions, this chapter examines the most recent discussions of caste, class, race, ethnicity, and nationalism. It includes three new In Their Own Words boxes: one from the *New York Times* about the treatment of Gypsies in the Czech Republic and the former Yugoslavia, another from Elizabeth Chin's work on race and Barbie dolls, and a third from John Matthiasson on the use of names to refer to people, specifically the Inuit of northern Canada.
- *Chapter 15: The World System.* This chapter includes a new In Their Own Words box about the Cofan experience of ecotourism in the Ecuadorian Amazon by Randy Borman of the Centro Cofan Zabalo in Ecuador.
- *Chapter 16: Anthropology in Everyday Life.* This chapter contains a new and extended discussion of anthropology and democracy, focused on Serge Tcherkézoff's work in Western Samoa.

FEATURES AND LEARNING AIDS

- *Material on gender and feminist anthropology is featured throughout the text.* Discussions of gender are tightly woven into the fabric of the book and include (for example) material on supernumerary sexes and genders (such as Sambia *kwolu-aatmwol* and supernumerary genders in native North America), varieties of human sexual practices, language and gender, dance and gender politics, and women and colonialism. Extensive material on gender is found in the chapters titled Language; Cognition; Play, Art, Myth, and Ritual; Social Organization and Power; Making a Living;

Kinship; Marriage and the Family; and the World System.

- *We take an explicitly global approach in the text.* We systematically point out the extent to which the current sociocultural situation of particular peoples has been shaped by their particular histories of contact with world capitalism and their degrees of incorporation in it. Cultures cannot be studied outside the broader context that shapes all of our lives.
- *New voices, including those of indigenous peoples, anthropologists, and nonanthropologists, are presented in the text in commentaries called In Their Own Words.* These short commentaries provide alternative perspectives—always readable and sometimes controversial—on topics featured in the chapter in which they occur.
- *EthnoProfiles.* These text inserts provide a consistent, brief information summary for each society discussed at length in the text. They emerged from our sense as instructors that it is important for students to have available to them some baseline data about the people anthropologists have worked with: where they are located geographically and politically, how many people might reasonably be considered to be members of those societies, and so on. Each EthnoProfile includes data on the location of the society, the nation it is in, the population, the environment, the livelihood of the people, their political organization, and a source for further information. Each EthnoProfile also contains a map of the area in which the society is found. They are not intended to be a substitute for reading ethnographies or for in-class lectures, nor are they intended to reify the “people” or “culture” in question. Their main purpose is to provide a consistent orientation for the reader.
- *Additional learning aids.* Key terms are boldfaced in the text and defined in a running glossary on the page where they appear. Each chapter ends with a list of the key terms in the order they appeared in the text, a numbered chapter summary, and annotated suggested readings. Maps are featured extensively throughout the text.
- *In our discussions, we and have tried to avoid being omniscient narrators by making use of citations and*

quotations in order to indicate where anthropological ideas come from. In our view, even first-year students need to know that an academic discipline like anthropology is constructed by the work of many people; no one, especially not textbook authors, should attempt to impose a single voice on the field. We have avoided, as much as we could, predigested statements that students must take on faith. We try to give them the information that they need to see where conclusions come from.

ANCILLARIES

- An *Instructor's Manual* includes test questions, chapter outlines, supplemental activities, and film suggestions. The test questions are also available in a computerized class management system that provides all test items on computer disk for IBM-compatible and Macintosh computers. You can select, add, or edit questions, randomize the question order for each exam and the answer order for each question, and print tests that meet the needs of your classes.
- *Online resources* are available for this text, including the return of a frequently requested feature from earlier editions—the guest editorials. These are brief essays by well-known anthropologists written especially for our text. They can be found at the Web site for this book: www.mayfieldpub.com/schultz.
- An *Online Study Guide* gives students the opportunity to test themselves about each chapter's content; it offers a key terms review, chapter overview, and multiple-choice questions to assess students' knowledge of the reading. The study guide can be found at www.mayfieldpub.com.
- An *Anthropology Study Skills Guide* is filled with hints and suggestions on improving study skills, strategies for studying this text, organizing information, writing essay exams, taking multiple-choice exams, and much more. Any student, even the best-prepared, will find the information and strategies in the study guide valuable. Best of all, the guide is free to students when ordered with the text.

A FINAL NOTE

We take students seriously. In our experience, although students may sometimes complain, they are also pleased when a course or a textbook gives them some credit for having minds and being willing to use them. We have worked hard to make this book readable and to present anthropology in its diversity as a vibrant, lively discipline full of excitement, contention, and intellectual value. We do not run away from the meat of the discipline with the excuse that it's too hard for students. Our collective teaching experience has ranged from highly selective liberal arts colleges to multipurpose state universities to semi-rural community colleges. We have found students at all of these institutions willing to be challenged and to make an effort when it is clear to them that anthropology has something to offer, whether that be intellectual, emotional, or practical. It is our hope that this new edition will continue to be a useful tool in challenging students and convincing them of the value of anthropology as a way of thinking about, and dealing with, the world in which they live.

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Once again, we are impressed by the level of involvement of the reviewers of this manuscript. Our reviewers seem to recognize that they are important not only to us, the authors of textbooks, but also to the users of textbooks—students and colleagues both. They also recognize that authors may have more than time invested in their work. We have found that even when we didn't follow their suggestions their work caused us to think and rethink the issues they raised. We would like, therefore, to recognize Kathy Barlow, University of Minnesota; Dania Brandford-Calvo, University of Rhode Island; Michael Evans, University of Alberta; Anthony Galt, University of Wisconsin, Green Bay; Gretchen Chesley Lang, University of North Dakota; Cynthia Mahmood, University of Maine; Mary Jo Schneider, University of Arkansas; and William Wedenoja, Southwest Missouri State University.

We owe a special and profound debt to Ivan Karp, who has been our most important source of intellectual stimulation and support for this project from its earliest days.

Our children, Daniel and Rachel, have grown up with our textbooks. To them, life includes parents who read, take notes, write, revise, reply to copyeditors' queries, read galleys and page proofs, and then start all over again. As they have grown, they have begun to understand that the issues we raise in the book are issues that affect their future as well as everyone else's.

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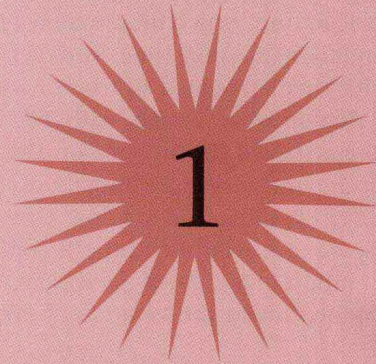
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The Anthropological Perspective

CHAPTER OUTLINE

What Is Anthropology?

The Concept of Culture

The Cross-Disciplinary Discipline

The Uses of Anthropology