

Anthropology

Fourth Edition

A GLOBAL PERSPECTIVE



RAYMOND SCUPIN
CHRISTOPHER R. DECORSE



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Anthropology

A GLOBAL PERSPECTIVE **FOURTH EDITION**

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Boxes

ANTHROPOLOGISTS AT WORK

C. Loring Brace: Physical Anthropologist	6
Patty Jo Watson: Archaeologist	8
Bambi B. Schieffelin: Linguistic Anthropologist	9
Napoleon Chagnon: Ethnologist	11
George Fletcher Bass: Underwater Archaeologist	36
Donald Johanson: Paleoanthropologist	108
The Japanese Corporation: An Anthropological Contribution from Harumi Befu	448
Eric Wolf: A Global Anthropologist	463
Kristin Norget: Research in Mexico	494
Susan Brownell: Ethnography in China	534
David Edwards: Ethnography in Afghanistan	540
Clyde Snow: Forensic Anthropologist	572
John McCreery: Applying Anthropology in Japan	589

CRITICAL PERSPECTIVES

Engendering Archaeology: The Role of Women in Aztec Mexico	22
Historical Archaeology	24
Underwater Archaeology	26
The Nemesis Theory	65
Interpreting the Fayum Fossils	86

Primatologists in the Field: Jane Goodall and Dian Fossey	92
New Perspectives on the Taung Child	110
The Piltdown Fraud	111
Contacts between Two Worlds?	208
The Downfall of the Moche	210
Key National Symbols	218
The Anthropology of the "Self"	250
Postmodernism and the Future of Ethnological Research	314
Human Aggression: Biological or Cultural?	380
Aztec Warfare: A Puzzling Case	423
Graduation: A Rite of Passage in U.S. Society	452
The Sacred Cow	531
The Elgin Marbles	584

APPLYING ANTHROPOLOGY

Basic versus Applied Research	13
Multiculturalism in U.S. Society	232
Saving Languages	276
Studying Industrial Corporations	438
Marketing Products of the Rain Forest	479
Famines and Food Problems in Africa	502
World Migration and Refugees	564

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 and hemispheres, and the ease of international travel are bringing people and cultures into more intimate contact with one another 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 people preparing to take their place in the fast-paced, increasingly interconnected world of the twenty-first century. We know that anthropology is ideally suited to introduce students to a global perspective. All the subfields in anthropology have a broad focus on humanity; this helps 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 these subfields 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. In evaluating human evolution, prehistoric events, language divergence, or developments in social structure, anthropologists must rely on models that reflect changes through time, so this diachronic orientation suffuses the text.

TWO UNIFYING THEMES OF THIS TEXT

The thematic architecture of this textbook is to introduce students to 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 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 fourth 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 examines how anthropologists use the scientific method. Chapter 2 examines how paleoanthropologists and archaeologists locate and interpret fossils and the record of past human behavior. This chapter is intended to provide background information on topics such as dating techniques and excavation methods, which will be mentioned in later chapters. Chapter 3 presents basic evolutionary concepts, focusing on evolutionary processes and the origins of life on earth. Principles of heredity and molecular genetics are also briefly introduced.

In Part II we focus on the research done within physical anthropology. Chapter 4 focuses on the primates, discussing taxonomy and the fossil finds that allow researchers to trace primate ancestry. It also includes a discussion of living nonhuman primates and the primate features found in humans. This background in primate evolution provides an introduction to hominid evolution, the focus of Chapter 5. Trends in hominid evolution and some of the more important hominid fossil finds are examined. The chapter then discusses different interpretations of the evolution of the hominids and the origins of *Homo sapiens*. This section concludes with the study of modern human variation in

Chapter 6. This chapter explores the different sources of human variation—genetic, environmental, and cultural—and how physical anthropologists examine this variation.

Part III concentrates on the contemporary research done by archaeologists. Chapters 7, 8, and 9 present archaeological perspectives on human culture spanning the earliest tool traditions through the appearance of complex societies and the state. Chapter 7 opens with an expanded discussion of Paleolithic cultures. This chapter presents the archaeological evidence for early hominid and human behavior, dealing with the stone tools and technological developments of the Lower, Middle, and Upper Paleolithic. Chapter 8 concentrates on the origins of domestication and settled life. It includes a discussion of how archaeologists study the origins of domestication, as well as developments in different world areas. Chapter 9 presents a discussion of the rise of the state and complex societies. As in the preceding chapters, this discussion includes a substantive presentation of developments in different world areas, as well as the archaeological evidence that archaeologists use to evaluate the growth of political and social complexity in ancient societies.

In Part IV, Chapters 10, 11, 12, 13, and 14 reinforce one another. Chapter 10 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 Chapters 10 on culture with Chapter 11 on the enculturation process. To refine our discussion of culture and enculturation, we develop some new materials on recent research in cognitive anthropology.

In Chapter 11, 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 explore this topic, 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 so-

cieties around the world, incest, sexuality, cognition, emotions, and the cross-cultural research on personality disorders. In addition, in Chapter 11 we discuss the new controversial field of evolutionary psychology. Many psychological anthropologists have been attempting to incorporate the findings from this new field into their hypotheses.

Chapter 12, 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 laboratory research and primatological fieldwork comparing ape communication with human languages. Following up on these studies, we have revised our section on 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. Other research findings in linguistic anthropology, including historical linguistics, complement material in the emerging field of sociolinguistics and introduce students to the most recent developments in the field.

Theory—classic and contemporary—frames Chapter 13, 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 14, 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 organizes the material based on levels of societal organization and regional topics.

In this fourth edition of *Anthropology: A Global Perspective*, Chapter 14 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 14 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 V (Chapters 15, 16, and 17) 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 VI, Chapters 18 and 19 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 18 features the basic elements of agricultural societies as revealed by archaeologists, historians, and anthropologists. Chapter 19 opens with a new 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. While 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 organization 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 VII, we have made some significant changes that we believe will make the text more user friendly and easily digestible for students. First, in Chapter 20 we include a 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 Chapter 20, 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 20 also considers the problems generated by contact between the industrial states and

prestate aboriginal 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 aboriginal 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 fourth edition is the development of two new chapters, Chapters 21 and 22, which focus on Latin America, Africa, and the Caribbean (Chapter 21) and the Middle East and Asia (Chapter 22). These two chapters emphasize the globalization taking place in all these regions and reveal what some anthropologists are finding in their local studies related to the overall trend of globalization. We emphasize how all of these cultural regions are becoming more interconnected. These chapters document 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 VIII, Chapter 23 concludes this section by highlighting 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 nonrenewal energy by industrial societies, the impact of multinational corporations, the demise of socialist regimes, and the rise of new ethnic and religious movements.

Chapter 24 sheds light on the fifth subfield of anthropology: applied anthropology. Here we consider key issues in applied anthropology, including applied physical anthropology and forensic anthropology, 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, a carryover from the previous edition, show students how research in anthropology can help 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 tensions in multicultural relations in U.S. society. Another box describes how linguistic anthropologists work with indigenous peoples to preserve their languages as the indigenous peoples 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.

PEDAGOGICAL AIDS

For sound pedagogical reasons, we have retained some features to this fourth edition of *Anthropology: A Global Perspective*. Each chapter opens with

profound questions that will help guide students to the most important issues addressed in the chapter. And, each chapter ends with Questions to Think About that address issues covered in the chapter that students can use to help comprehend the material in the chapter.

In addition, each chapter ends with a list of Key Terms that will help students focus on important concepts introduced in the chapter. Finally, the fourth edition includes a new feature, Internet Exercises, which are designed to help students use the World Wide Web to explore various topics and issues addressed in the chapters.

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.

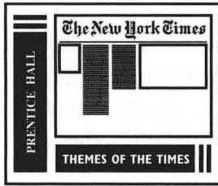
Instructor's Resource Manual This essential instructor's tool includes chapter overviews, chapter objectives, lecture and discussion topics, classroom activities, research and writing topics, and print and non-print resources.

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Study Guide Designed to reinforce information in the text, the study guide includes chapter outlines and summaries, key concepts, critical thinking questions, student self-tests, and suggested readings.

Companion Website In tandem with the text, students can now take full advantage of the World Wide Web to enrich their study of anthropology through the Scupin Website. This resource correlates the text with related material available on the Internet. Features of the Website include chapter objectives, study questions, as well as links to interesting material and information from other sites on the Web that can reinforce and enhance the content of each chapter. Address: **www.prehall.com/scupin**

Anthropology on the Internet: A Critical Thinking Guide, 2001 This guide focuses on developing the critical thinking skills necessary to evaluate and use online sources effectively. The guide also provides a brief introduction to navigating the Internet, along with complete references related specifically to the anthropology discipline and how to use the companion Websites available for many Prentice Hall textbooks. This brief supplementary book is free to students when shrinkwrapped as a package with any Anthropology title.

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Anyone with comments, suggestions, or recommendations regarding this text is welcome to send e-mail (Internet) messages to the following addresses: **scupin@lindenwood.edu** or **crdecorse@maxwell.syr.edu**

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Christopher R. DeCorse

About the Authors

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. degrees in anthropology at the University of California–Santa Barbara. Dr. Scupin is truly a four-field anthropologist. 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 over twenty years at a variety of academic institutions, including community colleges, research universities, and a four-year liberal arts university. Thus, he has taught a very broad spectrum of undergraduate students. Through his teaching experience, Dr. Scupin was prompted to write this textbook, which would allow a wide range of undergraduate students to understand the holistic and global perspectives of the four-field approach in anthropology. In 1999 Dr. Scupin received the Missouri Governor's Award for Teaching Excellence.

Dr. Scupin has published many studies 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. Dr. Scupin has recently authored *Religion and Culture: An Anthropological Focus* and is currently writing *Race and Ethnicity*.

Christopher R. DeCorse received his bachelor of arts and master's degrees in anthropology and archaeology, completing his doctorate in archaeology at the University of California, Los Angeles. His

theoretical interests include the interpretation of ethnicity, culture change, and variability in the archaeological record. Dr. DeCorse has excavated a variety of prehistoric and historic period sites in the United States, the Caribbean, and Africa, but his primary area of research has been in the archaeology, ethnohistory, and ethnography of Sierra Leone and Ghana. His most recent research has focused on culture contact and change at the African settlement of Elmina, Ghana, the site of the first European trade post in sub-Saharan Africa. He is currently collaborating on several projects that examine connections between Africa and the Americas.

Dr. DeCorse has taught archaeology and general anthropology in various undergraduate and graduate programs, including the University of Ghana, Indiana University of Pennsylvania, and Syracuse University, where he is currently an associate professor in the Department of Anthropology for undergraduates and the general public. In addition to *The Record of the Past*, Dr. DeCorse has co-authored *Worldviews in Human Expression*, an introduction to the humanities from an anthropological perspective. He also serves on the advisory or editorial boards of *Annual Editions* in physical anthropology and archaeology, *International Journal of Historical Archaeology*, and *Beads: Journal of the Society of Bead Researchers*. He has participated on a number of committees and panels, including work as a consultant on human evolution and agricultural origins for the National Center for History in the Schools.

Dr. DeCorse has received several academic honors and awards, including Fulbright and Smithsonian fellowships. He has published more than thirty articles, reviews, and research notes in a variety of publications, including *The African Archaeological Review*, *Historical New Hampshire*, *Historical Archaeology*, and *Slavery and Abolition*. A volume on his work at Elmina, *Under the Castle Cannon*, and an edited volume, *Historical Archaeology in West Africa*, are forthcoming.

Contents

Boxes	xiv	<i>Numerical, or Absolute, Dating</i>	39
Preface	xv	<i>Seriation</i>	41
About the Authors	xxii	Interpretations About the Past	42
		Summary	43
		Questions to Think About	44
		Key Terms	44
		Internet Exercises	45
		Suggested Readings	45
 PART I			
BASIC CONCEPTS IN ANTHROPOLOGY			
1 Introduction to Anthropology	1	3 Evolution	47
Anthropology: The Four Subfields	3	Cosmologies and Human Origins	48
<i>Physical Anthropology</i>	4	<i>Western Traditions of Origin</i>	49
<i>Archaeology</i>	7	The Scientific Revolution	50
<i>Linguistic Anthropology</i>	8	<i>Catastrophism versus</i>	
<i>Ethnology</i>	10	<i>Uniformitarianism</i>	50
Holistic Anthropology, Interdisciplinary		Theories of Evolution	51
Research, and the Global Perspective	10	<i>Darwin, Wallace, and Natural Selection</i>	53
Applied Anthropology	12	<i>Examples of Natural Selection</i>	54
Anthropological Explanations	12	Principles of Inheritance	55
<i>The Scientific Method</i>	14	<i>Mendel and Modern Genetics</i>	55
Anthropology and the Humanities	15	<i>Molecular Genetics</i>	58
Why Study Anthropology?	15	Population Genetics and Evolution	60
<i>Critical Thinking and Global Awareness</i>	15	<i>Mutations</i>	60
Summary	17	<i>Gene Flow</i>	61
Questions to Think About	18	<i>Genetic Drift</i>	61
Key Terms	18	<i>Natural Selection</i>	62
Internet Exercises	18	How Does Evolution Occur?	62
Suggested Readings	18	<i>Speciation</i>	63
		<i>Adaptive Radiation</i>	63
		The Evolution of Life	64
		<i>Analogy and Homology</i>	64
		<i>Plate Tectonics and Continental Drift</i>	65
		<i>Blood Chemistry and DNA</i>	67
		<i>The Paleontological Record</i>	67
		Scientific Creationism and Evolution	68
		<i>The Shortcomings of Creationism</i>	68
		Summary	69
		Questions to Think About	70
		Key Terms	70
		Internet Exercises	71
		Suggested Readings	71
2 The Record of the Past	20		
Answering Questions	24		
Fossils and Fossil Localities	27		
<i>Paleoanthropological Study</i>	27		
The Archaeological Record	29		
<i>Locating Sites</i>	32		
<i>Archaeological Excavation</i>	34		
Dating Methods	37		
<i>Relative Dating</i>	37		

PART II

PHYSICAL ANTHROPOLOGY

4 The Primates	72		
Primate Characteristics	74		
<i>Dentition, Eyesight, and Brain Size</i>	74		
<i>Reproduction and Maturation</i>	75		
Classification of Primates	75		
<i>Primate Subdivisions</i>	76		
<i>Classification of Fossil Primates</i>	77		
The Evolution of the Primate Order	77		
<i>Primate Origins</i>	77		
<i>Fossil Prosimians</i>	79		
<i>Modern Prosimians</i>	80		
<i>Evolution of the Anthropoids</i>	80		
<i>Emergence of the Hominoids</i>	84		
<i>Modern Apes</i>	90		
Primate Behavior	94		
<i>Primate Social Groups</i>	94		
<i>Sociobiology</i>	95		
The Human Primate	96		
Summary	97		
Questions to Think About	98		
Key Terms	98		
Internet Exercises	98		
Suggested Readings	99		
5 Hominid Evolution	100		
Trends in Hominid Evolution	102		
<i>Bipedalism</i>	102		
<i>Reduction of the Face, Teeth, and Jaws</i>	104		
<i>Increase in Cranial Capacity</i>	105		
<i>Other Physical Changes</i>	105		
Fossil Evidence for Hominid Evolution	105		
<i>The Oldest Hominids</i>	105		
<i>The First Australopithecines: Kanapoi and East Turkana</i>	107		
<i>Australopithecus afarensis</i>	107		
<i>The Laetoli Footprints</i>	109		
<i>Taung Child: A South African Australopithecine</i>	110		
<i>Australopithecus aethiopicus: The "Black Skull"</i>	112		
<i>Australopithecus boisei: The "Nutcracker Man"</i>	113		
<i>Robust Australopithecines from South Africa</i>	113		
<i>Homo habilis: The "Handyman"</i>	114		
<i>Java Man: The "First" Homo erectus</i>	114		
<i>Peking Man and Other Homo erectus</i>	114		
Interpreting the Fossil Record	115		
		<i>Australopithecus africanus as Ancestor</i>	116
		<i>Australopithecus afarensis as Ancestor</i>	116
		<i>Revised Models</i>	116
		<i>Missing Pieces in the Fossil Record?</i>	117
		<i>Genetic Differences and Hominid Evolution</i>	118
		<i>From Homo erectus to Homo sapiens</i>	118
		<i>Transitional Forms</i>	119
		<i>The Evolution of Homo sapiens</i>	119
		<i>Multiregional Evolutionary Model</i>	119
		<i>Replacement Model</i>	120
		<i>Mitochondrial DNA Research</i>	121
		<i>Archaic Homo sapiens</i>	121
		<i>Homo sapiens neanderthalensis</i>	122
		<i>Summary</i>	124
		<i>Questions to Think About</i>	125
		<i>Key Terms</i>	125
		<i>Internet Exercises</i>	125
		<i>Suggested Readings</i>	126
		6 Human Variation	127
		<i>Sources of Human Variation</i>	128
		<i>Genetics and Evolution</i>	129
		<i>The Physical Environment</i>	129
		<i>Culture</i>	129
		<i>Evaluating Reasons for Variation</i>	130
		<i>The Concept of Race</i>	130
		<i>Ancient Classification Systems</i>	132
		<i>Early "Scientific" Studies of Race</i>	132
		<i>Limitations of Classification Systems</i>	132
		<i>Geographical Races</i>	133
		<i>Alternative Approaches to Human Variation</i>	134
		<i>Clinical Distribution</i>	134
		<i>Multivariate Analysis</i>	135
		<i>Adaptive Aspects of Human Variation</i>	136
		<i>Skin Color</i>	136
		<i>Body Build</i>	137
		<i>Cranial and Facial Features</i>	137
		<i>Biochemical Characteristics</i>	138
		<i>Sickle-Cell Anemia</i>	139
		<i>Lactase Deficiency</i>	140
		<i>Effects of the Physical Environment</i>	141
		<i>High-Altitude Adaptations</i>	141
		<i>Cultural Diversity in Human Populations</i>	141
		<i>The Impact of Modern Urban Life</i>	141
		<i>Hereditry and Intelligence</i>	142
		<i>Measuring Intelligence</i>	143
		<i>What Do Intelligence Tests Measure?</i>	144
		<i>Summary</i>	145
		<i>Questions to Think About</i>	145
		<i>Key Terms</i>	145
		<i>Internet Exercises</i>	146
		<i>Suggested Readings</i>	146

PART III

ARCHAEOLOGY

7 Paleolithic Cultures 147

Lifestyles of the Earliest Hominids	148
<i>The Oldowan</i>	149
<i>Primate Models of Human Behavior</i>	151
<i>Homo erectus</i> Culture	151
<i>The Acheulian</i>	152
The Appearance of <i>Homo sapiens</i>	154
<i>Technological Advances</i>	154
<i>Neandertal Technology</i>	155
<i>Neandertal Ritual Beliefs</i>	156
Modern <i>Homo sapiens</i> and Their Cultures	156
<i>The Technology of Homo sapiens</i>	156
<i>Ethnicity and Social Organization</i>	158
The Upper Paleolithic in Europe	160
<i>Carving and Cave Painting</i>	161
The Migration of Upper Paleolithic Humans	161
<i>Upper Paleolithic Hunters in the Americas</i>	161
<i>Homo sapiens in Asia, Australia, and Oceania</i>	163
Summary	165
Questions to Think About	165
Key Terms	166
Internet Exercises	166
Suggested Readings	166

8 The Origins of Domestication and Settled Life 168

The Late Pleistocene: Changes in Climate and Culture	169
<i>Mesolithic and Archaic Technology</i>	170
Origins of Food Production:	
The Neolithic Period	172
<i>Plant and Animal Domestication</i>	172
Why Did Domestication Occur?	175
<i>The Oasis Theory</i>	175
<i>The Readiness Hypothesis</i>	175
<i>Population Models</i>	176
<i>Human Selection and the Environment</i>	176
<i>Coevolution</i>	177
<i>Agricultural Origins in Perspective</i>	177
Domestication in Different Regions of the World	177
<i>Southwest Asia</i>	178
<i>Europe</i>	180
<i>East Asia</i>	181
<i>Africa</i>	182
The Origins of Domestication in the Americas	184
<i>Mesoamerica</i>	184
<i>South America</i>	185

<i>North America</i>	185
Consequences of Domestication	186
<i>Population Growth</i>	186
<i>Health and Nutrition</i>	186
<i>Increasing Material Complexity</i>	187
<i>Increasing Social Stratification and Political Complexity</i>	187
Summary	188
Questions to Think About	189
Key Terms	189
Internet Exercises	189
Suggested Readings	190

9 The Rise of the State and Complex Society 191

The State and Civilization	192
<i>Types of Political Systems</i>	193
<i>Early States</i>	194
Studying Complex Societies	195
<i>Written Language</i>	195
<i>Defining States Archaeologically</i>	196
<i>Monumental Architecture</i>	197
<i>Specialization</i>	198
<i>Status and Social Ranking</i>	199
<i>Trade and Exchange</i>	199
<i>The Archaeology of Religion</i>	200
Theories About State Formation	200
<i>Integrationist Perspectives</i>	201
<i>Conflict Theories</i>	202
<i>Perspectives on State Formation</i>	203
States in Different World Areas	203
<i>Civilizations in Southwest Asia</i>	204
<i>Agricultural Civilizations in Africa</i>	204
<i>Early Asian Civilizations</i>	206
<i>Empires of the Americas</i>	207
<i>Andean Civilizations</i>	209
The Collapse of State Societies	209
<i>Reasons for Collapse</i>	209
Summary	212
Questions to Think About	213
Key Terms	213
Internet Exercises	213
Suggested Readings	214

PART IV

BASIC CONCEPTS OF CULTURE AND SOCIETY

10 Culture 215

The Characteristics of Culture	216
Culture Is Learned	217

<i>Symbols and Symbolic Learning</i>	220
Culture Is Shared	221
The Components of Culture	221
<i>Values</i>	222
<i>Beliefs</i>	222
<i>Norms</i>	223
<i>Ideal versus Real Culture</i>	224
Cultural Diversity	224
<i>Food and Adaptation</i>	225
<i>Dress Codes and Symbolism</i>	226
Race, Racism, and Culture	227
<i>Racism in Western Society</i>	227
<i>Critiques of Scientific Racism</i>	229
<i>The Cultural and Social Significance of Race</i>	229
<i>Ethnicity</i>	230
<i>Ethnicity: Two Anthropological Perspectives</i>	230
Cultural Universals	234
Summary	235
Questions to Think About	236
Key Terms	237
Internet Exercises	237
Suggested Readings	237

11 The Process of Enculturation 238

Biology versus Culture	240
Instincts and Human Nature	240
<i>Human Beings as Animals</i>	240
<i>Instincts in Animals</i>	241
<i>Instincts and Learned Behaviors</i>	241
<i>Do Humans Possess Instincts?</i>	242
<i>Drives</i>	242
<i>Culture versus Instinct</i>	242
Enculturation: Culture and Personality	243
<i>Early Studies of Enculturation</i>	243
<i>Childhood Training</i>	246
Psychoanalytic Approaches in Anthropology	249
<i>Sigmund Freud</i>	249
<i>Modern Psychoanalytic Anthropology</i>	250
Understanding Incest Avoidance and the Incest Taboo	252
<i>Biological Explanations of Incest Avoidance</i>	252
<i>Marital Alliance and the Incest Taboo</i>	253
<i>Childhood Familiarity Hypothesis</i>	253
<i>Incest Avoidance: Interactionist Perspectives</i>	254
Enculturation and the Sex Drive	254
<i>Codes of Sexual Behavior</i>	254
<i>Homosexual Behavior</i>	255
Enculturation and Cognition	256
<i>Structuralism</i>	256
<i>Jean Piaget</i>	256
Evolutionary Psychology	258
Enculturation and Emotions	259

Culture and Mental Illness	260
<i>What Is Abnormal?</i>	260
<i>Culture-Specific Disorders</i>	261
The Limits of Enculturation	262
<i>Unique Biological Tendencies</i>	262
<i>Individual Variation</i>	262
Summary	263
Questions to Think About	264
Key Terms	264
Internet Exercises	264
Suggested Readings	264

12 Language 266

Nonhuman Communication	268
<i>Teaching Apes to Sign</i>	268
<i>Ape Sign Language Reexamined</i>	268
<i>Ethological Research on Ape Communication</i>	269
Animal Communication and Human Language	270
<i>Productivity</i>	270
<i>Displacement</i>	270
<i>Arbitrariness</i>	271
<i>Combining Sounds to Produce Meanings</i>	271
The Evolution of Language	271
<i>The Anatomy of Language</i>	271
The Structure of Language	273
<i>Phonology</i>	273
<i>Syntax</i>	274
<i>Semantics</i>	275
Language Acquisition	278
<i>Chomsky on Language Acquisition</i>	279
Language, Thought, and Culture	282
<i>The Sapir-Whorf Hypothesis</i>	282
Historical Linguistics	284
<i>The Family-Tree Model</i>	284
<i>Assessing Language Change</i>	285
Sociolinguistics	286
<i>Dialectal Differences in Spoken Language</i>	287
<i>Honorifics in Language</i>	287
<i>Greeting Behaviors</i>	287
Nonverbal Communication	289
<i>Kinesics</i>	289
<i>Proxemics</i>	290
Summary	291
Questions to Think About	292
Key Terms	292
Internet Exercises	292
Suggested Readings	293

13 Anthropological Explanations 294

Nineteenth-Century Evolutionism	295
<i>Unilineal Evolution: Tylor</i>	296
<i>Unilineal Evolution: Morgan</i>	296
<i>Unilineal Evolution: A Critique</i>	297

Diffusionism	297	Political Organization	326
British Diffusionism	297	Types of Political Systems	327
German Diffusionism	297	Decision Making in a Political System	327
The Limitations and Strengths of Diffusionism	297	Warfare and Feuds	327
Historical Particularism	298	Law and Social Control	328
Boas versus the Unilineal Evolutionists	298	Religion	329
Functionalism: British Anthropology	299	Myths	330
Structural Functionalism: Radcliffe-Brown	299	Rituals	330
Psychological Functionalism: Malinowski	299	Religious Specialists	331
The Limitations of Functionalism	300	Religious Movements	331
Twentieth-Century Evolutionism	300	Cross-Cultural Research	331
Steward and Cultural Ecology	301	Summary	332
The Strengths of Neoevolutionism	301	Questions to Think About	332
Criticisms of Cultural Ecology	302	Key Terms	333
Cultural Materialism	302	Internet Exercises	333
Criticisms of Cultural Materialism	303	Suggested Readings	334
Marxist Anthropology	303		
Evaluation of Marxist Anthropology	304		
Symbolic Anthropology	304		
Criticisms of Symbolic Anthropology	304		
Materialism versus Culturalism	305		
Summary	305		
Questions to Think About	306		
Key Terms	306		
Internet Exercise	307		
Suggested Readings	307		
14 Analyzing Sociocultural Systems	308		
Ethnological Fieldwork	309		
Ethnological Research and Strategies	310		
Ethics in Anthropological Research	313		
Analysis of Ethnological Data	313		
Variables Studied by Ethnologists	316		
Subsistence and the Physical Environment	316		
Modern Cultural Ecology	316		
Biomes	317		
Subsistence Patterns and Environments	317		
Demography	317		
Fertility, Mortality, and Migration	317		
Population and Environment	319		
Population and Culture	320		
Technology	320		
Anthropological Explanations of Technology	320		
Economy	321		
The Formalist Approach	321		
The Substantivist Approach	321		
Modern Economic Anthropology	322		
Social Structure	322		
Components of Social Structure	322		
The Family	323		
Marriage	323		
Gender	324		
Age	325		
		PART V	
		PRESTATE SOCIETIES	
		15 Band Societies	335
		Modern Foraging Environments	
		and Subsistence	337
		Deserts	337
		Tropical Rain Forests	338
		Arctic Regions	339
		Mobility and Subsistence	340
		Optimal Foraging Theory	340
		Foragers and Demographic Conditions	340
		Fissioning	341
		Infanticide	341
		Fertility Rates	341
		Technology in Foraging Societies	342
		Economics in Foraging Societies	342
		Reciprocity	343
		Collective Ownership of Property	344
		The Original Affluent Society?	344
		The Affluence Hypothesis Challenged	345
		Social Organization in Foraging Societies	345
		Marriage and Kinship	346
		Gender	348
		Age	349
		Political Organization in Foraging Societies	351
		Characteristics of Leadership	351
		Warfare and Violence	352
		Conflict Resolution	353
		Religion in Foraging Societies	353
		The Dreamtime	353
		Eskimo Religion	354
		Art, Music, and Religion	355
		Summary	356
		Questions to Think About	356