

ANTHROPOLOGY

The Exploration of Human Diversity

Twelfth Edition

Conrad Phillip Kottak

University of Michigan



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To the memory of my mother,
Mariana Kottak Roberts

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ANTHROPOLOGY: THE EXPLORATION OF HUMAN DIVERSITY

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This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 0 DOC/DOC 0 9 8 7 6

ISBN-13: 978-0-07-353094-9

ISBN-10: 0-07-353094-8

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Permissions: *Wesley Hall*

Composition: *9.5/11 Palatino, by Precision Graphics*

Printing: *45# New Era Matte, R. R. Donnelley & Sons*

Credits: The credits section for this book begins on page C1 and is considered an extension of the copyright page.

Library of Congress Cataloging-in-Publication Data

Kottak, Conrad Phillip.

Anthropology : the exploration of human diversity / Conrad Phillip Kottak.-- 12th ed.

p. cm.

Includes bibliographical references and index.

ISBN-13: 978-0-07-353094-9 (pbk. alk. paper)

ISBN-10: 0-07-353094-8 (pbk. : alk. paper)

1. Anthropology. I. Title.

GN25.K67 2008

301--dc22

2006046622

www.mhhe.com

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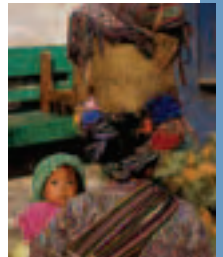
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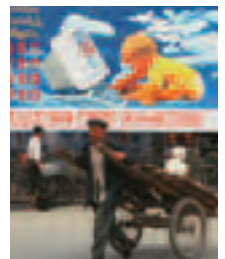
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About the Author

Conrad Phillip Kottak (A.B. Columbia College, 1963; Ph.D. Columbia University, 1966) is a professor of Anthropology at the University of Michigan, where he has taught since 1968. He served as Anthropology Department chair from 1996 to 2006. In 1991 he was honored for his teaching by the university and the state of Michigan. In 1992 he received an excellence in teaching award from the College of Literature, Sciences, and the Arts of the University of Michigan. In 1999 the American Anthropological Association (AAA) awarded Professor Kottak the AAA/Mayfield Award for Excellence in the Undergraduate Teaching of Anthropology. In 2005 he was elected to the American Academy of Arts and Sciences.

Professor Kottak has done ethnographic fieldwork in Brazil (since 1962), Madagascar (since 1966), and the United States. His general interests are in the processes by which local cultures are incorporated—and resist incorporation—into larger systems. This interest links his earlier work on ecology and state formation in Africa and Madagascar to his more recent research on global change, national and international culture, and the mass media.

The fourth edition of Kottak's popular case study *Assault on Paradise*, based on his continuing field work in Arembepe, Bahia, Brazil, was published in 2006 by McGraw-Hill. In a research project during the 1980s, Kottak blended ethnography and survey research in studying "Television's Behavioral Effects in Brazil." That research is the basis of Kottak's book *Prime-Time Society: An Anthropological Analysis of Television and Culture* (Wadsworth 1990)—a comparative study of the nature and impact of television in Brazil and the United States.

Kottak's other books include *The Past in the Present: History, Ecology and Cultural Variation in Highland Madagascar* (1980), *Researching American Culture: A Guide for Student Anthropologists* (1982) (both University of Michigan Press), and *Madagascar: Society and History* (1986) (Carolina Academic Press). The most recent editions (twelfth) of his texts *Anthropology: The Exploration of Human Diversity* (this book) and *Cultural Anthropology* are being published by McGraw-Hill in 2007. He is also the author of *Mirror for Humanity: A Concise Introduction to Cultural Anthropology* (5th ed., McGraw-Hill, 2007) and *Window on Humanity: A Concise Introduction to Anthropology* (2nd ed., McGraw-Hill, 2007). With Kathryn A. Kozaitis, he wrote *On Being Different: Diversity and Multiculturalism in the North American Mainstream* (2nd ed., McGraw-Hill, 2003).

Conrad Kottak's articles have appeared in academic journals, including *American Anthropologist*, *Journal of Anthropological Research*, *American Ethnologist*, *Ethnology*, *Human Organization*, and *Luso-Brazilian Review*. He also has written for more popular journals, including *Transaction/SOCIETY*, *Natural History*, *Psychology Today*, and *General Anthropology*.

In recent research projects, Kottak and his colleagues have investigated the emergence of ecological awareness in Brazil, the social context of deforestation



and biodiversity conservation in Madagascar, and popular participation in economic development planning in northeastern Brazil. Since 1999 Professor Kottak has been active in the University of Michigan's Center for the Ethnography of Everyday Life, supported by the Alfred P. Sloan Foundation. In that capacity, for a research project titled "Media, Family, and Work in a Middle-Class Midwestern Town," Kottak has investigated how middle-class families draw on various media in planning, managing, and evaluating their choices and solutions with respect to the competing demands of work and family.

Conrad Kottak appreciates comments about his books from professors and students. He can be readily reached by e-mail at the following Internet address:

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Preface

Since 1968, I've regularly taught Anthropology 101 ("Introduction to Anthropology") to a class of 375 to 550 students. Feedback from students, teaching assistants, and my fellow instructors keeps me up to date on the interests, needs, and views of the people for whom this text is written. I continue to believe that effective textbooks are rooted in enthusiasm and enjoyment of one's own teaching experience.

As a college student, I was drawn to anthropology by its breadth and because of what it could tell me about the human condition, present and past. Since then, I've been fortunate in spending my teaching career at a university (Michigan) that values and unites anthropology's four subdisciplines. I have daily contact with members of all the subfields, and as a regular teacher of the four-field introductory anthropology course, I'm happy to keep up with those subfields. I love anthropology's breadth. I believe that anthropology has compiled an impressive body of knowledge about human diversity in time and space, and I'm eager to introduce that knowledge in the pages that follow. I believe strongly in anthropology's capacity to enlighten and inform. Anthropology's subject matter is intrinsically fascinating, and its focus on diversity helps students understand and interact with their fellow human beings in an increasingly interconnected world and an increasingly diverse North America.

I decided to write this book back in 1972, when there were far fewer introductory anthropology texts than there are today. The texts back then tended to be overly encyclopedic. I found them too long and too unfocused to fit my course and my image of contemporary anthropology. The field of anthropology was changing rapidly. Anthropologists were writing about a "new archaeology" and a "new ethnography." Fresh fossil finds and biochemical studies were challenging our understanding of human and primate evolution. Studies of

monkeys and apes in their natural settings were contradicting conclusions that were based on observations in zoos. Studies of language as actually used in society were revolutionizing formal and static linguistic models. In cultural anthropology, symbolic and interpretive approaches were joining ecological and materialist ones.

Today there are new issues and approaches, such as molecular anthropology and new forms of spatial analysis. The fossil and archaeological records expand every day. Profound changes have affected the people and societies ethnographers traditionally have studied. In cultural anthropology it's increasingly difficult to know when to write in the present and when to write in the past tense. Anthropology hasn't lost its excitement. Yet many texts ignore change—except maybe with a chapter tacked on at the end—and write as though anthropology and the people it studies were the same as they were a generation ago. While any competent anthropology text must present anthropology's core, it also should demonstrate anthropology's relevance to today's world. *Anthropology: The Exploration of Human Diversity*, 12th edition, has a unique set of goals and themes.

GOALS

This book has three main goals. My first goal is to offer a thorough, up-to-date, and holistic introduction to anthropology that systematically approaches the course from a four-field perspective. Anthropology is a *science*—a "systematic field of study or body of knowledge that aims, through experiment, observation, and deduction, to produce reliable explanations of phenomena, with reference to the material and physical world" (*Webster's New World Encyclopedia* 1993, p. 937). Anthropology is a humanistic science devoted to

discovering, describing, and explaining similarities and differences in time and space. In *Mirror for Man*, one of the first books I ever read in anthropology, I was impressed by Clyde Kluckhohn's (1944) description of anthropology as "the science of human similarities and differences" (p. 9). Kluckhohn's statement of the need for such a field still stands: "Anthropology provides a scientific basis for dealing with the crucial dilemma of the world today: how can peoples of different appearance, mutually unintelligible languages, and dissimilar ways of life get along peaceably together?" (p. 9).

Anthropology is a science with clear links to the humanities, as it brings a comparative and cross-cultural perspective to forms of creative expression. One might say that anthropology is among the most humanistic academic fields because of its fundamental respect for human diversity. Anthropologists routinely listen to, record, and attempt to represent voices and perspectives from a multitude of times, places, nations, and cultures. Through its four subfields, anthropology brings together biological, social, cultural, linguistic, and historical approaches. Multiple and diverse perspectives offer a fuller understanding of what it means to be human than is provided by academic fields that lack anthropology's broad vision.

My second goal was to write a book that would be good for students. This book would be user-friendly in approach and pedagogy. It would stress to students why anthropology should matter to them and how it can be used to understand themselves. By discussing current events in relation to anthropology's core, it would show how anthropology affects their lives. Through the unique "Beyond the Classroom" boxes (see below), the book also would highlight the work that students just like them are doing in anthropology.

It's been my aim throughout my 12 editions to write the most current, timely, and up-to-date textbook available. I try to be fair and objective in covering various and sometimes diverging approaches, but I make my own views known and write in the first person when it seems appropriate. I've heard colleagues who have used other textbooks complain that some authors seem so intent on presenting every conceivable theory about an issue—the origin of agriculture, for example—that students are bewildered by the array of possibilities. Anthropology should not be made so complicated that it is impossible for beginning students to appreciate and understand. Thus, the textbook author, like the instructor, must be able to guide the student.

My third goal was to write a book that professors, as well as students, would appreciate. The organization of this text is intended to cover core concepts and basics while also discussing prominent current issues and interests. I sought to create

a text that is readable, attractive, amply illustrated, and up to date and that features an extraordinary support package, including supplements that benefit both student and professor.

THEMES

This 12th edition has two themes that mirror the three goals just discussed. These themes are "Bringing It All Together" and "Understanding Ourselves."

Bringing It All Together Most texts give lip service to the fact that anthropology is an integrated, comparative, four-field approach to human similarities and differences. This book, however, takes a truly holistic approach through the "Bringing It All Together" essays that come after Chapters 6, 9, 11, 15, 20, and 25. These essays show how anthropology's subfields and dimensions combine to interpret and explain a common topic. The topics that are "brought together" are (1) deforestation, as a threat to biological and cultural diversity, which applied anthropologists have attempted to mitigate; (2) the matter of when *Homo sapiens* became fully human, behaviorally as well as biologically, and the kinds of cultural (archaeological) evidence we have for this emergence; (3) the biological and cultural dimensions of the peopling of Polynesia, one of the last major areas to be settled by humans; (4) issues involving unity and diversity, in terms of ethnicity, "race," culture, and language in Canada; (5) archaeological, physical, linguistic, and cultural features of the Basques, including their place in Europe and Basque migration to the United States; and (6) the use of cultural and linguistic symbols in the proliferation of fast food, and the biological implications of this spread, in terms of increasing obesity. Marginal icons in each chapter direct the reader to a "Bringing It All Together" essay that complements the topic at hand.

In this 12th edition, in the "Bringing It All Together" essays as well as in each chapter, I've made a special effort to highlight anthropology as a **biocultural** field. Anthropology combines biological and cultural approaches in commenting on and solving a host of issues and problems. Anthropology's comparative, biocultural perspective also recognizes that cultural forces constantly mold human biology.

Understanding Ourselves It's common and proper for texts to present facts and theories prominent in the field of study, but often such material seems irrelevant to the student. In anthropology particularly, facts and theories should be presented not just to be read and

remembered, but because they help us understand ourselves. “Understanding Ourselves” paragraphs, found in each chapter, answer the question “So what?” For example, we see how the unique human combination of upright bipedalism and large brain size affects the birthing, maturation, and socialization of our children. Many of these discussions also “bring together” the biological and cultural dimensions of anthropology, and so the overall theme of this book may be stated as “Understanding Ourselves by Bringing It All Together through Anthropology’s Unique Four-Field Approach.”

ORGANIZATION

The 12th edition of *Anthropology: The Exploration of Human Diversity*, guided by very thoughtful reviewers, covers the core and basics of all four subfields, as well as prominent current issues and approaches.

Part I (“The Dimensions of Anthropology”) introduces anthropology as a four-field, integrated discipline, with academic and applied dimensions, that examines human biological and cultural diversity in time and space. Anthropology is discussed as a comparative, holistic, and biocultural science, featuring biological, social, cultural, linguistic, and historical approaches. Part I explores links between anthropology and other fields—other natural sciences as well as social sciences and the humanities. Examples of applied anthropology from the various subfields are provided. This part was designed with one of my goals (as mentioned previously) for the text in mind—introducing a holistic, biocultural field consisting of four subfields and two dimensions.

Part II (“Physical Anthropology and Archaeology”) begins with a chapter (Chapter 3) devoted to ethics and methods in the two subfields. (Ethics are considered further in Appendix 2.) Part II poses and answers several key questions. When did we originate, and how did we become what we are? What role do genes, the environment, society, and culture play in human variation and diversity? How do we explain biological diversity in the species *Homo sapiens*? How does such diversity relate to the idea of race? What can we tell about our origins and nature from the study of our nearest relatives—nonhuman primates? When and how did the primates originate? What key features of their early adaptations are still basic to our abilities, behavior, and perceptions? How did hominids develop from our primate ancestors? When, where, and how did the first hominids emerge and expand? What about the earliest real humans? What major transitions have taken place since the emergence of *Homo*

sapiens? The origin of food production (the domestication of plants and animals) was a major change in human adaptation, with profound implications for society and culture. The spread and intensification of food production are tied to the appearance of the first towns, cities, and states, and the emergence of social stratification and major inequalities.

Part III (“Cultural Diversity”) begins with a discussion of the culture concept, and the related topic of ethnicity, in relation to race and its social construction. Culture and language are linked through learning, sharing, and reliance on symbolic thought. Throughout Part III, discussions of relevant concepts, theory, and explanations are combined with rich ethnographic examples and case studies. Part III examines how socio-cultural diversity is manifest and expressed in such domains as language, economic and political systems, family and kinship, marriage, gender, religion, and the arts.

Having explored diversity in the major domains of cultural life in Part III, we examine their transformations and expressions in the modern world in Part IV (“The Changing World”). Part IV is one of the key differences between this anthropology text and others. Several important questions are addressed in Part IV: How and why did the modern world system emerge? How has world capitalism affected patterns of stratification and inequality within and among nations? What were colonialism and imperialism and their legacies? What was Communism, and what has happened since its fall? How do economic development and globalization affect the peoples, societies, and communities among which anthropologists have traditionally worked? How do people actively interpret and confront the world system and the products of globalization? What factors threaten continued human diversity? How can anthropologists work to ensure the preservation of that diversity?

SPECIAL FEATURES

Working closely together, the author, editors, designer, and photo researcher have developed a format for this text that supports the goal of a readable, practical, up-to-date, and attractive book. I tried to follow through with my goal of making the book student-friendly.

The text, its accompanying student CD-ROM, and the Online Learning Center website work together as an integrated learning system to bring the theories, research findings, and basic concepts of anthropology to life for students. Offering a combination of print, multimedia, and web-based materials, this comprehensive system meets the needs of instructors and students with a variety of

teaching and learning styles. The material that follows describes the many features of the text, student CD-ROM, and Online Learning Center, as well as the supplementary materials that support those resources.

Chapter Opener and Overview

The opening of each chapter is designed to engage the reader immediately in the chapter content. Each chapter begins with an outline of key points. The Overview is located in a box on the second page. Both of these elements help students organize their reading and concentrate on the chapter's critical concepts and main points.

News Briefs

A news story begins on the fourth page of each chapter. These stories serve as a bridge between the world we live in and the chapter content. They convey the excitement and relevance of anthropological inquiry and demonstrate that topics raised in every chapter can be found in today's headlines.

Living Anthropology Videos

This **feature**, indicated on the page margin in each chapter, directs students to video clips on the **student CD-ROM** that accompanies each copy of this book. These clips bring anthropological practices to life, showing practitioners at work and providing an intimate view of their research and subjects. The CD-ROM has 25 clips, each corresponding to a chapter in the textbook. Ranging in length from about 1.5 to 5 minutes, the clips can be used for assignments, discussion groups, or in-class activities. These clips were chosen because they are especially informative and contain visual content that can be difficult to present in a lecture format. Examples range from glimpses at the lives of different cultures to animated sequences depicting hominid ancestors in motion. Other clips were chosen because they provide a provocative look at a topic and can be useful for sparking students' interest and for starting a lecture or a discussion. A videotape version of the clips is also offered for instructor use as an in-class lecture launcher.

Every clip has been selected from a video published by *Films for the Humanities and Sciences*. The video programs from which these clips were excerpted are detailed on the student CD-ROM for those who would like to obtain a complete version on videotape.

Anthropology Atlas

The *Anthropology Atlas*, designed as an insert in the text, includes 17 maps covering topics impor-

tant to all four fields in anthropology. This feature allows students to explore the geographic and visual dimensions of anthropology through a series of annotated maps and exercises associated with each one. Cross-references to individual maps are found in the margins of most chapters. Maps also include interpretive questions to test a student's skill with map usage. The atlas is located before the appendices in the back of the book.

Bringing It All Together Cross-References

Callouts appear in the text to direct students to one of the six essays that complement the topic being discussed in the chapter (see "Themes" above). These provide ready access to the "Bringing It All Together" essays at related points within the chapters.

Beyond the Classroom Boxes

These thematic boxes, which are found in most chapters, report on student-based research. They enable students to read about the work of their peers, further highlighting the relevance of anthropology in the real world and suggesting possible research and academic options as well.

Interesting Issues Boxes

Coverage of current issues in anthropology, often with maps and photos, raises students' awareness of some of the more provocative aspects of anthropology today. These boxes are located in each chapter.

Chapter Summaries

Each chapter includes a clearly written, concise numbered summary to aid the student in reviewing key themes and concepts.

Key Terms

Care has been taken to present understandable and accurate definitions of each key term found in a chapter. These terms are highlighted in bold type when they are introduced. A list of key terms and definitions in each chapter is found at the end of the chapter. In addition, the glossary at the end of the book includes a complete list of key terms and definitions for the entire text.

Critical Thinking Exercises

After the summary and key terms, each chapter includes critical thinking questions that will challenge students to apply what they have read about in the chapter.

Suggested Additional Readings

An up-to-date list of additional reading materials, briefly annotated, comes at the end of each chapter to help guide student research.

Linkages

At the end of each chapter are comments and questions that link a text chapter to information in three other McGraw-Hill books: *Assault on Paradise*, 4th ed., by Conrad Phillip Kottak; *Culture Sketches*, 4th ed., by Holly Peters-Golden; and *The Gebusi*, a new case study by Bruce Knauft. Instructors may want to use one or more of these books to supplement the main text.

Internet Exercises

Included here are suggested exercises for the student to explore on the World Wide Web. Internet Exercises take students online to analyze anthropological issues relevant to chapter topics.

Appendixes

Appendix 1: A History of Theories in Anthropology This essay provides an overview of anthropological theories and their evolution and relevance to contemporary thought.

Appendix 2: Ethics and Anthropology This essay provides an overview of ethical issues faced by practitioners in the field of anthropology.

Appendix 3: American Popular Culture This essay explores the nature of popular culture from an anthropological point of view.

Inside Covers

This edition includes two informative visual guides. The first, located on the inside front cover, highlights the coverage and chapter locations of anthropological theories in the text. The inside back cover features a similar guide to the coverage and chapter locations of race, ethnicity, class, and gender topics.

IMPORTANT FEATURES OF THE TWELFTH EDITION

Design

The large page size and contemporary design enhance the readability of the text and the clarity of its pedagogical features.

Content

- Besides the thorough updating I do with all editions, I've added new content to most chapters. To avoid increasing the length of the book, I've made cuts as well.
- I believe that systematic consideration of race, ethnicity, and gender is vital in an introductory anthropology text. Two chapters present here are not found consistently in other anthropology texts: "Ethnicity and Race" (Chapter 14) and "Gender" (Chapter 20). Race, as a discredited term in biology, is also discussed at length in Chapter 5 ("Human Variation and Adaptation"). Anthropology's distinctive four-field and biocultural approaches can shed special light on these topics. Race and gender studies are fields in which anthropology has always taken the lead. I'm convinced that anthropology's special contributions to understanding the biological, social, cultural, and linguistic dimensions of race, ethnicity, and gender should be highlighted in any introductory text. They certainly are highlighted in this one—not just in their special chapters, but throughout the text, starting in Chapter 1. So important are these topics in this textbook that there is an *Inside Back Cover Guide to Race and Ethnicity, Gender, and Social Class/Stratification*. That table locates by chapter discussions of specific topics involving race and ethnicity, gender, and social class/stratification.
- The history of anthropological theory is a field I teach regularly and enjoy reading and writing about, but reviewers have been mixed about the need for a formal chapter on this topic in the book. Some say they would never have time to assign it; others think it's needed in an introductory text. I believe that Appendix 1, "A History of Theories in Anthropology," is substantial enough for instructors who want a chapter on theory. For those who don't see the need for such a chapter, its placement as an appendix doesn't interfere with the flow of the book. Furthermore, an *Inside Front Cover Theory Guide* highlights by chapter the major theoretical approaches discussed in the book.
- The color *Anthropology Atlas* insert includes 17 maps covering topics important to all four fields in anthropology.
- *Linkages* sections at the end of each chapter integrate the text through comments and questions to three ethnographic studies also published by McGraw-Hill: *Assault on Paradise*, 4th ed., by Conrad Phillip Kottak;

Culture Sketches, 4th ed., by Holly Peters-Golden; and *The Gebusi*, a recent case study by Bruce Knauft.

- *News Briefs*, including several from 2005 and 2006, introduce each chapter and show how anthropology attracts public attention and how it relates to contemporary events, issues, and world affairs.
- *Interesting Issues* boxes have been updated and revised, with a timely new one titled “Intelligent Design versus Evolutionary Theory.” These features, which offer unique coverage of current issues in anthropology, many with maps and photos, raise students’ awareness of some of the more provocative aspects of anthropology today.
- *Critical Thinking Questions* and *Suggested Additional Readings*, found at the end of each chapter, have been updated. There are five critical thinking questions per chapter. These questions allow the student to extend and apply information in that chapter beyond the context in which it was presented originally. The readings direct students to additional work related to the theme of the chapter. This is useful when papers have been assigned on particular topics.

Pedagogy

- *Chapter Overviews* are presented in a concise box on the second page of each chapter.
- *Living Anthropology entries* are textual callouts directing the student to related video content and exercises on the new student CD-ROM.
- *Internet Connection icons* appear throughout the text signaling where more information on a particular topic is available for the student to explore online. These links connect with websites that I have chosen for their quality and relevance to the topic of a given chapter.
- *Understanding Ourselves* paragraphs, providing valuable context for anthropology concepts (see “Themes” above), are designed as callouts within the text for easier reading.
- *Atlas icons* appear in the text margins to direct students to related map activities in the atlas. *Interpret the world questions* are critical thinking questions about the maps and geography, and appear on the map pages of the *Anthropology Atlas*.
- *Kinship diagrams* have been designed for added clarity.

SUPPORT FOR STUDENTS AND INSTRUCTORS

For the Student

Kottak Living Anthropology Student CD-ROM

This supplement features a powerful marriage of anthropological video clips and pedagogy to reinforce concepts from each chapter of the text. There are 25 succinct video clips, each corresponding to a chapter in the textbook. Selected from full-length anthropology-related films distributed by *Films for the Humanities and Sciences*, these clips can be used for assignments, discussion groups, or in-class activities. Each clip is accompanied by a text overview and probing questions to exercise the student’s critical thinking skills. These clips also correspond to the clips provided on the Lecture Launcher VHS tape provided to instructors.

Student’s Online Learning Center, www.mhhe.com/kottak

(originated by Chris Glew and Patrick Livingood and revised by Jennifer Winslow) This free web-based student supplement features a large number of helpful tools, interactive exercises and activities, links, and useful information. Students will need a new copy of the textbook to access the areas of the site that are password-protected. Designed specifically to complement the individual chapters of the text, the Kottak Online Learning Center gives students access to material such as the following:

- *Internet Exercises*: Offer chapter-related links to the World Wide Web and activities for students to complete based on the sites.
- *Student Self-Quizzes*: Offer students the chance to reinforce their learning through multiple choice, true and false, and essay questions.
- *Virtual Explorations*: These activities are based on anthropology-related film clips, animations, and simulations. They are excellent tools for improving one’s understanding of complex processes and phenomena related to anthropology.
- *Interactive Exercises*: Available for many chapters of the text, they allow students to work interactively with visuals, maps, and line drawings to review chapter content.
- *Chapter Objectives, Outlines, and Overviews*: Provide guidance for understanding key chapter content.
- *PowerPoint Lecture Notes*: Offer point-by-point synopses of critical ideas for each chapter.
- *Glossary* of key terms, including audible pronunciation guide to select terms.

- *Vocabulary Flash Cards*: Allow students to test their mastery of key terms.
- *FAQs*: Give students answers to common chapter-related questions.
- *Career Opportunities*: Offer students links to information about careers in anthropology.
- Helpful *web links* are provided to the following:

General anthropology web links for each chapter of the text.

Bringing It All Together links that offer students the opportunity to further explore background related to the Bringing It All Together sections in the text.

PowerWeb PowerWeb is a resource for the introductory course that is fully integrated with the Online Learning Center website. PowerWeb content is password-protected and includes referenced course-specific web links, articles, and news briefs about anthropology. It also provides study tools and other resources for the student.

Linkages Case Studies Where appropriate, chapters end with a section titled “Linkages,” in which the content of that chapter is linked to three other McGraw-Hill titles: *Assault on Paradise*, 4th ed., by Conrad Phillip Kottak; *Culture Sketches*, 4th ed., by Holly Peters-Golden; and *The Gebusi* by Bruce Knauft. Instructors may wish to use one or more of these short books as a supplement to the main text. Based on more than 40 years of longitudinal field work, *Assault on Paradise* tells the story of how globalization has affected a small but rapidly growing community in northeastern Brazil. *Culture Sketches* provides short and very up-to-date case studies of 13 different societies, several of which are classic ethnographic examples. *The Gebusi* is a new and highly readable book by the eminent anthropologist Bruce Knauft, based on his field work among the people of that name in Papua New Guinea.

For the Instructor

The Instructor Resource CD-ROM (originated by Chris Glew and Patrick Livingood, with revisions to the Instructor’s Manual by Britt Halvorson and an updated Test Bank by Maria Perez) This easy-to-use disk provides:

- *Instructor’s Manual*: The definitive guide for teaching with Kottak *Anthropology*.
- *PowerPoint Lecture Slides*: Provide instructors with a ready-made resource to organize their lectures.

- *Computerized Test Bank*: Offers numerous multiple choice, true and false, and essay questions in an easy-to-use program that is compatible with Windows and Macintosh computers. A printed version of the test bank is also provided in a Word-compatible format. McGraw-Hill’s EZ Test is a flexible and easy-to-use electronic testing program. The program allows instructors to create tests from book specific items. It accommodates a wide range of question types and instructors may add their own questions. Multiple versions of the test can be created and any test can be exported for use with course management systems such as WebCT, BlackBoard, or PageOut. EZ Test Online is a new service and gives you a place to easily administer your EZ Test created exams and quizzes online. The program is available for Windows and Macintosh environments.

- *A Question Bank for the Classroom Performance System (CPS)*: CPS is a revolutionary wireless response system that gives instructors immediate feedback from every student in the class. CPS units include easy-to-use software and hardware for creating and delivering questions and assessments to your class. Every student simply responds with his or her individual wireless response pad, providing instant results. CPS questions for classroom use are included on the Instructor’s Resource CD-ROM for instructors who choose to adopt this technology, which is available from your school’s McGraw-Hill service representative.

- Information previously included in the printed Instructor’s Resource Binder is now provided electronically on the Instructor Resource CD-ROM. These useful guides include:

Chapter outlines

Suggested lecture topics

Suggested films for classroom use

Guide to the Lecture Launcher video supplement

Correlation guide to popular anthologies and supplements, offering chapter-by-chapter suggestions for integrating other materials into the course.

The Instructor Online Learning Center (originated by Chris Glew and Patrick Livingood and revised by Jennifer Winslow) This password-protected site offers access to all the student online materials plus important instructor support materials and downloadable supplements such as:

- *An Image Bank*: Offers professors the opportunity to create custom-made, professional-looking presentations and handouts by providing electronic versions of many of the maps, charts, line art, and photos in the text along with additional relevant images not included in the text. All the images are ready to be used in any applicable teaching tools, including PowerPoint slides.
- *Electronic version of the Instructor Manual* and other documents also included on the Instructor Resource CD-ROM.
- *PowerPoint Lecture Slides*: These are the same high-quality slides provided on the Instructor Resource CD-ROM, but optimized for web-based delivery in a wired classroom.
- *Links to Professional Resources*: Provide useful links to professional anthropological websites and organizations on the Internet.
- *Downloadable version of the Classroom Performance System (CPS) in-class test bank* (see above).

Lecture Launcher VHS Tape This supplement offers professors a dynamic way to kick off lectures or illustrate key concepts by providing short (two- to four-minute) film clips pulled from the collection of *Films for the Humanities and Sciences*. Each clip is tied to a chapter in the text. A complete guide to correlating and using these clips with the text is provided in the Instructor’s Manual on the Instructor Resource CD-ROM. Most of these clips are also available on the student CD-ROM and have been incorporated into the Living Anthropology feature highlighted in the chapters. This allows the videos to be used in a variety of ways—from in-class viewing to homework assignments or independent study. The Living Anthropology feature in the text effectively links the videos to specific topics discussed by the author.

Faces of Culture Video Correlation Guide For instructors using the *Faces of Culture* video series, this guide correlates each video to the appropriate chapter in the text and recommends chapter-by-chapter uses of the video series.

WHAT’S NEW IN EACH CHAPTER?

Chapter 1: What Is Anthropology?

Chapter 1 introduces anthropology as a four-field, integrated, biocultural discipline that focuses on human biological and cultural diversity in time and space. Anthropology is discussed as a comparative and holistic science, with links to the natural and social sciences and the humanities. Chapter 1 con-

cludes with a section titled “Science, Explanation, and Hypothesis Testing.” A new “News Brief” on anthropological field work in northern Kenya begins the chapter. The section “Cultural Forces Shape Human Biology” has been revised. A redundant section on applied anthropology has been incorporated into Chapter 2. There is new information on early American anthropology, garbology, and the Trobriand Islands.

Chapter 2: Applying Anthropology

In Chapter 2, applied anthropology is presented as a second dimension, rather than a fifth subfield, of anthropology. Examples of applied anthropology from the various subfields are provided. A new “News Brief” on an anthropologist’s role in New Orleans after Hurricane Katrina begins the chapter. The chapter introduction has been totally rewritten. There is an expanded discussion of ethical dilemmas in applied anthropology.

Chapter 3: Ethics and Methods in Physical Anthropology and Archaeology

Chapter 3 focuses on ethical issues, research methods, and dating techniques. The ethical issues anthropologists increasingly confront are highlighted. Students learn how anthropologists do their work and how that work is relevant in understanding ourselves. The “News Brief” on forensic anthropology, formerly in Chapter 2, now starts Chapter 3, which has been updated throughout.

Chapter 4: Evolution and Genetics

Chapter 4 discusses natural selection and other evolutionary principles, along with genetics. I try to provide a gentle, yet complete, introduction to these difficult topics. This chapter has been revised substantially, with a new “Interesting Issues” box on evolution versus intelligent design. The discussion of natural selection has been revised and includes a new section on peppered moths. The chapter contains a new discussion of evolution as theory and fact and a new “News Brief” on chromosomes and disease. There is an expanded discussion of prevailing theories of inheritance when Mendel did his experiments. The discussion of mutations has been revised and made more concise, with new material on mutation through chromosome rearrangements. The discussions of drift, microevolution, and macroevolution have been revised.

Chapter 5: Human Variation and Adaptation

Chapter 5 surveys ways of understanding human biological adaptation and diversity, including a discussion of race as a discredited biological con-

cept. Recent research on high-altitude adaptation is highlighted. A new introduction discusses biological diversity and problems with racial classification. The discussion of disease and evolution has been updated.

Chapter 6: The Primates

Chapter 6 describes primate traits, trends in primate evolution, and the major primate groups. Also included is information on endangered primates and on hunting by chimpanzees. Again, I've tried to cover the basics—what's interesting and relevant about primates—while avoiding the more confusing classificatory terminology that some other texts provide. A new “News Brief” begins the chapter with a discussion of ape (orangutan) tool use based on learning and its relevance to the origins of human culture. In this chapter and throughout the 12th edition, hominins (the human line and its ancestors after the split from the African apes) are now distinguished from hominids, which include humans, chimps, and gorillas. The section on gorillas has been expanded to include recent research on western lowland gorillas. Additional photos illustrate primate diversity.

Chapter 7: Primate Evolution

Chapter 7 explores primate evolution, including recent models of how and when the primates emerged. Its photos compare fossil primates with their most similar living relatives. There is a new discussion of the role of angiosperms (flowering plants) in primate evolution. An expanded discussion of Miocene apes, including a new section on Eurasian apes, examines several possible common ancestors for humans and the apes, including *Pierolapithecus* from Spain. Also discussed are the Toumai discovery from Chad and *Orrorin tugenensis* from Kenya—possible early hominins.

Chapter 8: Early Hominins

Chapter 8, which has been rewritten substantially, considers early hominins—their fossils and tool making—from *Ardipithecus* and the australopithecines to the advent of *Homo*. The latest finds and interpretations are covered. A new section titled “What Makes Us Human?” begins the chapter by examining bipedalism, the brain, childhood dependency, tools, and teeth as human features and their importance at various stages of human evolution. All charts and tables have been updated. The discussions of *Ardipithecus* and *Kenyanthropus* have been separated. New photos have been added to illustrate diversity among early hominins.

Chapter 9: The Genus

This chapter has been rewritten substantially. The discussions of *H. habilis*, *H. rudolfensis*, and early *H. erectus*, formerly in Chapter 8, now, more appropriately, begin Chapter 9. Based on discoveries confirming the expansion of early *H. erectus* (sometimes called *H. ergaster*) out of Africa, Chapter 9 describes recent fossil finds in Europe. There is new material on archaic *H. sapiens*, including archaeological evidence for a human presence in England 700,000 years ago. A new “News Brief” argues that anatomically modern humans arrived in Europe earlier—but overlapped with Neandertals less—than previously thought. New illustrations have been added. A discussion of *H. floresiensis* concludes the chapter.

Chapter 10: The First Farmers

An updated Chapter 10 examines the origin and implications, and the costs and benefits, of food production (the domestication of plants and animals). The seven world centers of domestication are identified and discussed, with a focus on the first farmers and herders in the Middle East and the first farmers in Mexico and adjacent areas. A section titled “Explaining the Neolithic” focuses on the factors that influenced the origin and spread of Neolithic economies in various world areas.

Chapter 11: The First Cities and States

Chapter 11 examines the emergence of towns, cities, chiefdoms, and states. Its examples include the Middle East, India/Pakistan, China, Mesoamerica, Peru, and Africa. Students learn how archaeologists make inferences about ancient societies from contemporary ethnographic studies. This illustrates the text's overall focus on anthropology as a four-field discipline in which findings from one subfield are integral to the others. Chapter 11 parallels the structure of Chapter 10, which begins with theory and explanation and then discusses cases.

Chapter 12: Methods in Cultural Anthropology

Chapter 12 focuses on methods in cultural anthropology, beginning with a new section titled “Ethical Considerations: Networking and Reciprocation.” Ethnography and survey research are among the methods considered. A new “News Brief” on restoring lost languages, with a focus on Native American languages, begins this chapter.

Chapter 13: Culture

Chapter 13, which examines the anthropological concept of culture including its symbolic and

adaptive features, has been updated based on recent writing and statistics. A new “News Brief” updates efforts by the Makah Indians to return to their whaling past. A new discussion distinguishes between the moral and methodological meanings of cultural relativism.

Chapter 14: Ethnicity and Race

Chapter 14, which discusses the social construction of race and ethnicity, offers cross-cultural examples of variation in racial classification and ethnic relations. This chapter has been thoroughly updated, with the most recent sources and census data for the United States and Canada available in several key tables. A new “News Brief” describes dilemmas in racial classification that African Americans face when they visit Ghana.

Chapter 15: Language and Communication

Chapter 15 introduces methods and topics in linguistic anthropology, including descriptive and historical linguistics, sociolinguistics, and language and culture. A new “News Brief” begins the chapter with a discussion of sociolinguistic discrimination in the American Midwest.

Chapter 16: Making a Living

Chapter 16 surveys economic anthropology, including adaptive strategies (systems of food production) and exchange systems. The idea of industrial alienation is now illustrated here by Ong’s study of Malaysian factory women, formerly in Chapter 23. The discussion of potlatching has been revised. The “Interesting Issues” box on scarcity has been updated based on a revisit to Madagascar.

Chapter 17: Political Systems

Using case material from various societies, Chapter 17 discusses political systems in terms of scale and types of conflict resolution. The section on “Foraging Bands” has been revised. Sections titled “Hegemony” and “Weapons of the Weak,” formerly in Chapter 25, have been moved here, where they are discussed as forms of social control, along with “Politics, Shame, and Sorcery.”

Chapter 18: Families, Kinship, and Descent

Chapter 18 discusses families, households, and descent groups cross-culturally, and also with reference to updated U.S. and Canadian census data. There is new material, including a new table, on changes in the divorce rate in the United States.

Chapter 19: Marriage

Chapter 19 examines exogamy, endogamy, the incest taboo, caste, postmarital residence rules, marital prestations, replacement marriage, and plural marriage cross-culturally. Also covered are divorce and same-sex marriage, updated to reflect recent events and legal decisions in the United States and Canada. There is a new section titled “Although Tabooed, Incest Does Happen.” The section on royal endogamy has been revised.

Chapter 20: Gender

A thoroughly updated Chapter 20 examines cross-cultural similarities and differences in male and female roles, rights, and responsibilities. Systems of gender stratification and multiple genders are examined. There is information on contemporary gender roles and issues, including the feminization of poverty. The latest relevant census data is included.

Chapter 21: Religion

Chapter 21 surveys time-honored anthropological approaches to religion, while also discussing contemporary world religions and religious movements. This chapter features a “News Brief” on Islam’s expansion, along with revisions of the sections titled “Antimodernism and Fundamentalism” and “A New Age.” The section on contemporary world religions has been revised and updated, with a new table and figure illustrating number of adherents.

Chapter 22: The Arts

Chapter 22 explores major themes across various arts and cultures, from the definition and nature of art to links between art and religion, art as work, and art in its social context and transmission across the generations. New Sections are titled “Ethnomusicology,” “Representations of Art and Culture,” “Art and Communication,” and “Art and Politics.” A new “News Brief,” “Narratives of Social Class and the Social Gap,” focusing on film and print narratives, begins the chapter. The discussion of music has been expanded.

Chapter 23: The Modern World System

Chapter 23 examines the emergence and nature of the modern world system, including industrial and postindustrial systems of socioeconomic stratification and their impact on nonindustrial societies. The chapter has been revised and updated, particularly with discussions of outsourcing and global energy consumption.

Chapter 24: Colonialism and Development

Chapter 24 discusses the colonial systems and development policies that have impinged on the people and societies anthropology traditionally has studied. Major sections examine neoliberalism, Communism and its fall, and postsocialist transitions.

Chapter 25: Cultural Exchange and Survival

Chapter 25 continues the examination of how development and globalization affect the peoples, societies, and communities in which anthropologists traditionally have worked. Using recent examples, it shows how local people actively confront the world system and the products of globalization. There is a major new section titled “Indigenous Peoples,” including a new “Beyond the Classroom” box. The chapter concludes with a final consideration of the role of the anthropologist in ensuring the continuance and preservation of cultural diversity.

Appendix 1: A History of Theories in Anthropology

Appendix 1 surveys theories in anthropology from 19th-century evolutionism, through Boasian anthropology, functionalism, structural functionalism, neoevolutionism, cultural materialism, structuralism, symbolism and interpretive anthropology, practice theory, world-system theory and political economy, to anthropology today.

Appendix 2: Ethics and Anthropology

Appendix 2 is a general treatment of ethics in anthropology, including the AAA Code of Ethics.

Appendix 3: American Popular Culture

Appendix 3 illustrates how culture is shared in contemporary society through case studies of American popular culture.

ACKNOWLEDGMENTS

As always, I’m grateful to many colleagues at McGraw-Hill. Thom Holmes once again has done an outstanding job as developmental editor. His ideas about design have been implemented to give this book a clean, modern look. I also appreciate Thom’s suggestions for content revision and his guidance and substantial help as we’ve worked on this edition. Thanks, too, to Dan Loch, a knowl-

edgeable, creative, and enthusiastic marketing manager. I’m also pleased to continue my association with my friend Phil Butcher, McGraw-Hill’s editorial director for social sciences and humanities. Phil has provided support and encouragement for well over a decade.

I thank Jean Starr once again for her work as project manager, guiding the manuscript through production and keeping everything moving on schedule. Jason Huls, production supervisor, worked with the printer to make sure everything came out right. It’s always a pleasure to plan and choose photos with Barbara Salz, freelance photo researcher, with whom I’ve worked for almost 20 years. Thanks, too, to Susan Mansfield, Barbara’s assistant, who also worked on the photo program for this edition. I thank Britt Halvorson and Maria Perez for their work on the Instructor Manual and Test Bank for this book. Jennifer Winslow did an outstanding job updating the online components for the student and instructor websites for the book. Gerry Williams updated the instructor PowerPoint files, and Mark Stephens provided editing help on all the Internet links and bibliographic references found in the book. Sincere thanks to Sharon O’Donnell for another excellent job of copyediting; and David Shapiro for proofreading. Preston Thomas worked with Thom Holmes to conceive and execute the design.

Robin Mouat, design manager, and Alex Ambrose, photo research coordinator, also deserve thanks along with Jeanne Schreiber, art director, and Katherine McNab, art editor. Teresa Treacy, McGraw-Hill’s editorial assistant for anthropology, helped tremendously with reviews and all phases of manuscript preparation. Tara Maldonado worked with Thom and Teresa to assemble the visual arts manuscript, relieving me of that time-consuming responsibility. For the creation of the attractive maps, I would like to acknowledge the work of Mapping Specialists.

Thanks, too, to Michele Borrelli, media producer, for creating the OLC and student CD-ROM with video clips, and all the other supplements. Once again I thank Wesley Hall, who has handled the literary permissions.

I’m especially indebted to the professors who reviewed the eleventh edition of this book and of my *Cultural Anthropology*. They suggested many of the changes I have implemented here. Their names and schools are as follows:

Reviewers of the Eleventh Edition

E. F. Aranyosi
University of Washington

Lisa Kaye Brandt
North Dakota State University

Margaret S. Bruchez
Blinn College

Andrew Buckser
Purdue University

Darryl de Ruiter
Texas A&M University

William W. Donner
Kutztown University

Todd Jeffrey French
University of New Hampshire, Durham

Vance Geiger
University of Central Florida

Dr. Stevan R. Jackson
Radford University

Brian Malley
University of Michigan

De Ann Pendry
University of Tennessee–Knoxville

Mary S. Willis
University of Nebraska–Lincoln

I'm also grateful to the reviewers of the seventh, eighth, ninth, and tenth editions of this book and my *Cultural Anthropology* text. Their comments also helped me plan this twelfth edition. Their names are as follows:

Other Reviewers

Julianna Acheson
Green Mountain College

Mohamad Al-Madani
Seattle Central Community College

Robert Bee
University of Connecticut

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Vicki Bradley
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Northern Arizona University

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California Polytechnic State University–San Luis Obispo

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Janet Pollak
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Howard Prince
CUNY–Borough of Manhattan Community College

Frances E. Purifoy
University of Louisville

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Ohio University

Mary Scott
San Francisco State University

Brian Siegel
Furman University

Megan Sinnott
University of Colorado–Boulder

Esther Skirboll
Slippery Rock University of Pennsylvania

Gregory Starrett
University of North Carolina–Charlotte

Karl Steinen
State University of West Georgia

Noelle Stout
Foothill and Skyline Colleges

Susan Trencher
George Mason University

Mark Tromans
Broward Community College

Christina Turner
Virginia Commonwealth University

Donald Tyler
University of Idaho

Daniel Varisco
Hofstra University

Albert Wahrhaftig
Sonoma State University

David Webb
Kutztown University of Pennsylvania

George Westermark
Santa Clara University

Donald A. Whatley
Blinn College

Nancy White
University of South Florida

I was delighted by the enthusiasm expressed in their comments.

Students, too, regularly share their insights about this and my other texts via e-mail and so have contributed to this book. Anyone—student or instructor—with access to e-mail can reach me at the following Internet address: ckottak@bellsouth.net.

As usual, my family has offered me understanding, support, and inspiration during the preparation of this book. Dr. Nicholas Kottak, who received his doctorate in anthropology in 2002, regularly shares his insights with me, as does Isabel (Betty) Wagley Kottak, my companion in the field and in life for four decades. I renew my dedication of this book to my mother, Mariana Kottak Roberts, for kindling my interest in the human condition, for reading and commenting on what I write, and for the insights about people and society she provided. For the first time, sadly, this edition must be dedicated to her memory, as she died in the fall of 2005.

After almost four decades of teaching, I've benefited from the knowledge, help, and advice of so many friends, colleagues, teaching assistants, and students that I can no longer fit their names into a short preface. I hope they know who they are and accept my thanks.

I'm especially grateful to my many colleagues at Michigan who regularly share their insights and suggest ways of making my books better. Thanks especially to my fellow 101ers: Kelly Askew, Tom Fricke, Stuart Kirsch, Holly Peters-Golden, Elisha Renne, and Andrew Shryock. Their questions and suggestions help me keep this book current. Special thanks to Joyce Marcus and Kent Flannery for providing me with the domestication dates included in the map on the

spread of agriculture. I renew my thanks to Joyce for her guidance on Chapter 11 of previous editions. Throughout my career at Michigan, I've been privileged to work with scholars such as Kent, Joyce, Jeff Parsons, and Henry Wright, who share my interest in state formation. I also thank Roberto Frisancho, John Mitani, and Milford Wolpoff, who are always willing to answer my questions about biological anthropology.

Since 1968 I've taught Anthropology 101 ("Introduction to Anthropology"), with the help of several teaching assistants (graduate student

instructors) each time. Feedback from students and graduate student instructors keeps me up to date on the interests, needs, and views of the people for whom this book is written. I continue to believe that effective textbooks are based in enthusiasm and in practice—in the enjoyment of teaching. I hope this product of my experience will be helpful to others.

Conrad Phillip Kottak
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Walkthrough

Chapter Openers

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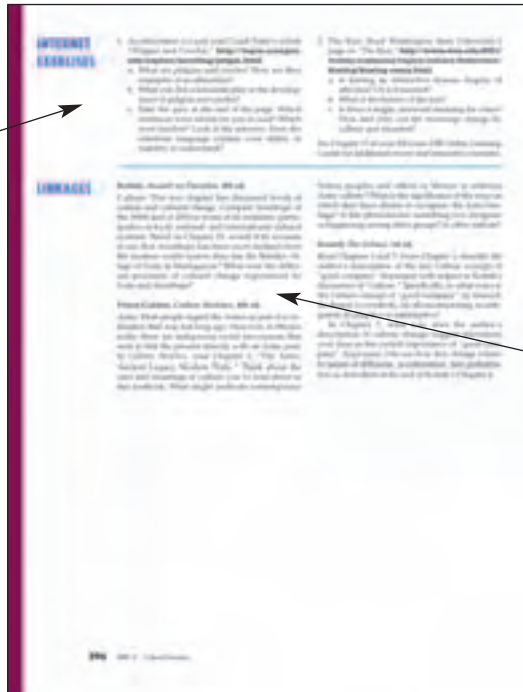
Critical Thinking Questions challenge one's understanding of key chapter concepts.



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The **Linkages** feature encourages additional exploration of key chapter topics by linking the student to information in three other McGraw-Hill books: *Assault on Paradise*, 4th ed., by Conrad Phillip Kottak; *Culture Sketches: Case Studies in Anthropology*, 4th ed., by Holly Peters-Golden; and *The Gebusi*, a new case study by Bruce Knauft.

BRINGING IT ALL TOGETHER

Canada: Diversity and Ethnicity in Culture and Language

There are levels of culture, as well pointed out in Chapter 13 about "culture." National culture consists of the beliefs, values, behavior patterns, and institutions that people share that growing up in a given nation. Culture also can be smaller than nations. Each "subculture" is distinguished by religion, ethnicity, language, class, or region. Thus, the religious backgrounds of Americans from England, Scotland, Catholic, and Mexican create subcultural differences among them. Ethnic-speaking Canadians consist with English-speaking people in the same country.

Studying a nation's culture, anthropologists use terms in other ways of diversity—in what is common or what is different. It is not as if we would assume that, within language, institutions, and experiences that national regions and social divisions. It does not necessarily would lead to the culture within the national culture.

The next approach should be to identify subcultures. Despite diversity, we also will observe a sense of nationally relevant institutions, values, and experiences. It is not as if we see in Chapter 14 in "Identity and Race," but present in a number of an ethnic group to identify a set of common cultural values and not only from the national culture, but also from other ethnic groups. For example, ethnic Americans in Los Angeles after the city's 1992 riots, complained about their former neighbors. In doing so they referred to such general American values as respect, individual respect, community participation, and "hard work." They saw their former neighbors as lacking in these traits. The former continued by showing respect and of American identity.



values, including education, hardy work ethic, hard work, and achievement.

The focus here is on identity and diversity in Canada. American national culture is examined in Appendix 3. One key feature of Canadian national consciousness is the contrast with the United States. Canadians, when traveling away from home, often are taken to Americans, which emphasizes their status. In the case of Canada and the United States there were cultural traits that reflect the shared English language language of most Canadians and Americans, their ethnic composition, and the commonality of North America, but also what distinguishes a global nation, or difference of political and administrative procedures.

The focus, especially relevant, have helped living institutions and its symbols, including cultural contrasts with the United States, in particular in Canada. In spring 2002, a TV commercial produced in Toronto by Michael J. Gaudin have gained international national prominence. The ad featured the character Joe (Canadian, following when come to the focus in The West, used to become a trademark slogan for 30 million Canadians.

"I'm not a Canadian, I'm a Canadian. I don't see any other people in my country. I speak English and French, and American."

"I can proudly say my country is big as the Earth." (The video is a parody of a typical school curriculum, in which seeing is thought to tell more and give.)

"I believe in progress, in progress, diversity, and achievement."

Images of empty forests and forests that are the most or less healthy for the forest.

"Canada is the second largest land mass, the first nation of forests and the first part of North America. My name is Joe and I am a Canadian." (Special to Radio 2002).

The Euro-quested the government of Ontario, Canada's major population province, to announce that starting in September 2002, each citizen would start the day by saying "I'm Canadian," and greeting strangers to the same extent it would be required of the British Commonwealth. Although The Euro was called by ordinary Canadians from Vancouver by Radio, one province did not join in, the enthusiasm of national identity by French-

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Unique thematic essays—appearing after groups of related chapters—show how anthropology's subfields combine to interpret and to explain a common topic. The essays offer a truly integrated, comparative, and holistic approach to anthropology. Through multiple and diverse perspectives, they offer students a fuller understanding of what it means to be human.

Understanding Ourselves paragraphs point out the relevance of anthropology to the student's life.

Understanding Ourselves

Anthropology is the study of human behavior and culture. It is a discipline that seeks to understand the human condition through the study of human evolution, social organization, and cultural change. Anthropologists use a variety of methods, including fieldwork, laboratory research, and the analysis of artifacts, to study human behavior and culture. Anthropology is a multidisciplinary field that draws on the knowledge of biology, psychology, linguistics, and other disciplines to understand the human condition. Anthropology is a dynamic and evolving field that continues to expand its scope and reach. It is a discipline that is essential for understanding the human condition and for addressing the challenges of the 21st century.

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Internet Connection Icons denote where more information on a particular topic is available for the student to explore online.

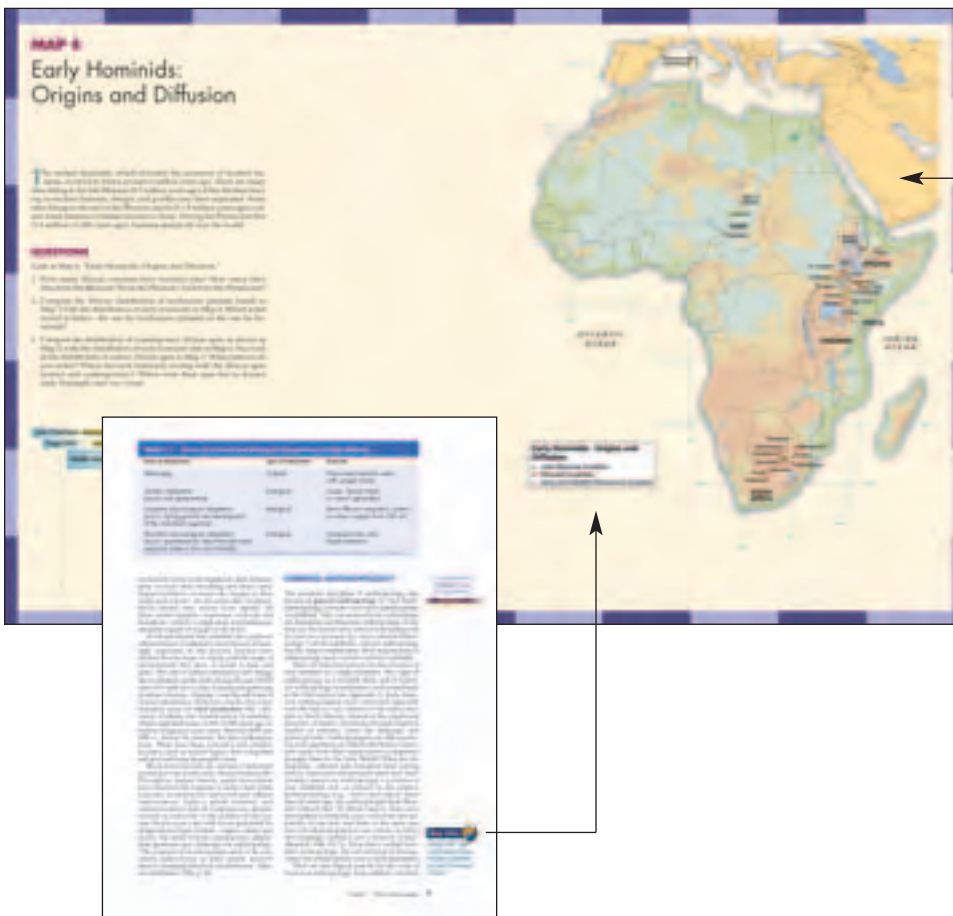
Internet Connection Icons

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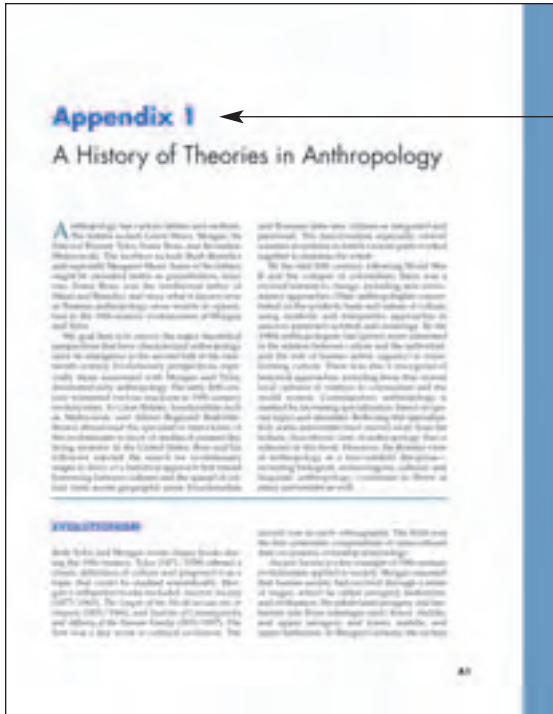
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The in-text Atlas includes 17 maps covering topics important to all four fields of anthropology. Cross-references to individual maps are found in the chapter margins. Maps also include interpretive questions to test a student's skill with map usage.

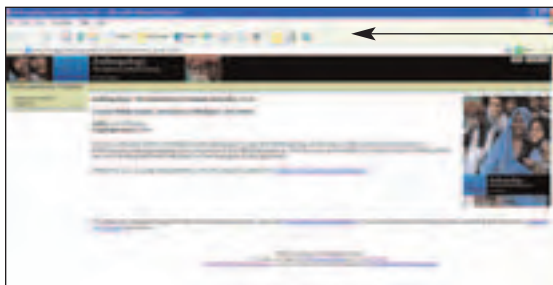


Appendix: "A History of Theories in Anthropology"

This essay provides a thought-provoking overview of anthropological theory, its evolution, and relevance to contemporary thought.

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