



## Preface

**T**his text introduces the field of biological anthropology (also known as physical anthropology), the science concerned with human biological evolution and variation. The text addresses the major questions that concern biological anthropologists: “What are humans?” “How are we similar to and different from other animals?” “Where are our origins?” “How did we evolve?” “Are we still evolving?” “How are we different from one another?” and “What does the future hold for the human species?”

### ORGANIZATION

This book is divided into four parts. Part I, “Evolutionary Background,” provides basic background in genetics and evolutionary theory used throughout the remainder of the book. Chapter 1 provides a general introduction to the science of biological anthropology, the nature of science, and the history of evolutionary thought. Chapter 2 reviews molecular and Mendelian genetics as applied to humans, providing genetic background for later chapters and including a basic review of cell biology for those whose high school biology is a bit rusty. Chapter 3 focuses on the evolutionary forces, the mechanisms that produce evolutionary change within populations. Chapter 4 looks at evolution over longer periods of time, focusing on the origin of new species, and includes a brief review of the history of life on our planet.

Part II, “Human Biological Variation,” examines biological variation in our species today from an evolutionary perspective. Chapter 5 focuses on the analysis of human variation, including a contrast between racial and evolutionary approaches to variation. Chapter 6 reviews a number of case studies of human microevolution, with particular emphasis on natural selection. Chapter 7 continues examining human variation from the broad perspective of human adaptation, both biological and cultural.

Part III, “Our Place in Nature,” examines the biology, behavior, and evolution of the primates, the group of mammals to which humans belong. A

main focus of this section are the questions “What are humans?” and “How are we related to other living creatures?” Chapter 8 examines issues in classification and looks at the basic biology and behavior of mammals in general, and primates in particular. Chapter 9 looks at the different types of primates in terms of classification, biology, and behavior, with particular attention given to our close relatives, the apes. Chapter 10 looks specifically at the human species and includes a comparison of human traits with those of apes. Chapter 11 provides some background on the analysis of the fossil record and summarizes the major events of primate origins and evolution, from the time of the disappearance of the dinosaurs 65 million years ago to the split of ape and human lines 6–5 million years ago.

Part IV deals with “Human Evolution” in both a biological and a cultural sense. Chapter 12 begins with a brief review of human evolutionary history and follows with a detailed summary of the earliest hominids and the origin of bipedalism. Chapter 13 examines the origin and biological and cultural evolution of the genus *Homo*. Chapter 14 looks at the fossil, archaeological, and genetic evidence for the origin of modern humans and includes a discussion of current controversies (Did modern humans evolve throughout the world, or are our recent ancestors exclusively from Africa?). Chapter 15 examines recent human evolution (over the past 12,000 years) and focuses on the biological impact of culture change, with particular emphasis on changing patterns of disease, mortality, fertility, and population growth.

The organization of this text reflects my own teaching preference for four units arranged in the same sequence. Not all instructors will use the same sequence of chapters. Some may prefer a different arrangement of topics. I have attempted to write chapters in such a way as to accommodate such changes whenever possible. Although I prefer to discuss human variation (Chapters 5–7) before the fossil record of human evolution (Chapters 12–14), others prefer the reverse, and the chapters have been written and revised so that this alternative organizational structure can be used.

## FEATURES

Throughout the text, I have attempted to provide new material relevant to the field and fresh treatments of traditional material. Key features include the following:

- All areas of contemporary biological anthropology are covered. In addition to traditional coverage of areas such as genetics, evolutionary theory, primate behavior, and the fossil record, the text includes material often neglected in introductory texts, including human growth, epidemiology, and demography.
- The relationship between biology and culture is a major focus. The bio-cultural framework is introduced in the first chapter and integrated throughout the text.
- Behavior is discussed in an evolutionary context. The evolutionary nature of primate and human behavior is emphasized in a number of chap-

ters, including those on primate biology and behavior (Chapters 8–10) and the fossil record of human evolution (Chapters 12–14).

- Emphasis is on the human species in its context within the primate order. Discussions of mammals and nonhuman primates continually refer to their potential relevance for understanding the human species. In fact, Chapter 10 is devoted entirely to treating our species from a comparative perspective.
- Hypothesis testing is emphasized. From the first chapter, where students are introduced to the scientific method, I emphasize how various hypotheses are tested. Rather than provide a dogmatic approach with all the “right” answers, the text examines evidence in the context of hypothesis testing. With this emphasis, readers can see how new data can lead to changes in basic models and can better understand the “big picture” of biological anthropology.

## NEW TO THIS EDITION

Every chapter has been revised in light of new findings in the field and comments from users of the fourth edition. In addition, certain parts of the text’s structure have been changed based on the helpful feedback I received from colleagues. To make the text as clear, accessible, and up-to-date as possible, I’ve made the following specific changes:

- The chapter on macroevolution and the origin of species has been placed earlier in the book (Chapter 4) to better link the evolutionary forces with long-term patterns of evolutionary change.
- The chapters on disease and demography have been streamlined and combined into a single chapter (Chapter 15) organized around the biological impact of culture change.
- Discussion of the human fossil record has been substantially rewritten to include three new species (*Orrorin tugenensis*, *Kenyanthropus platyops*, and *Australopithecus garhi*) and new information, such as *Homo erectus* in Europe, Acheulian-like tools in Asia, and new studies of Neandertal DNA.
- A number of new topics have been added. Additions include the Human Genome Project, quantitative genetics and sexual orientation, the evolution of cystic fibrosis genes, an entire section on nutritional adaptation (Chapter 7), critiques of the “small but healthy” hypothesis, primate behavioral ecology, evolutionary significance of parent–child cosleeping, pollution and human biology, and the emergence and reemergence of infectious disease.

## STUDY HELPS

To make the text more accessible and interesting, I have included frequent examples and illustrations of basic ideas as well as abundant maps to help

orient students. I have kept the technical jargon to a minimum, yet every introductory text contains a number of specialized terms that students must learn. The first mention of these terms in the text appears in boldface type and accompanying short definitions appear in the text margins. A glossary is provided at the end of the book, often with more detailed definitions.

Each chapter ends with a summary and a list of supplemental readings. A short list of useful Internet resources has been added to each chapter. Several appendices provide additional reference material, including a primer on mathematical population genetics, a list of primate species, and a short review of comparative primate anatomy. A list of references appears at the end of the book, providing the complete reference for studies cited in the text.

## ANCILLARIES

The Instructor's Manual includes a test bank of more than 700 questions, as well as chapter overviews and outlines, topics for class discussion, and sources for laboratory equipment. A Computerized Test Bank is available free of charge to qualifying adopters. Also available to qualifying adopters is a package of 80 color and black-and-white transparency acetates. In addition, an Online Learning Center is available to both instructors and students at [www.mhhe.com/relethford5](http://www.mhhe.com/relethford5).

## ACKNOWLEDGMENTS

My thanks go to the dedicated and hardworking people at McGraw-Hill, both those I have dealt with personally and the others behind the scenes. I give special thanks to Jan Beatty, my sponsoring editor at Mayfield, for continued encouragement and support throughout the history of this text. Thanks also to Phil Butcher, the publisher at McGraw-Hill, for providing a smooth transition to a new company. I also appreciate Kevin Witt, my sponsoring editor, for his help and insight. Special thanks to Holly Paulsen, production editor, for her excellence and professionalism and her uncanny ability to read my scribbled notes. Thanks also to Marty Granahan, permissions editor; Kay Mikel, manuscript editor; Jean Mailander, design manager; Robin Mouat, art manager; and Brian Pecko, photo researcher.

I also thank my colleagues who served as reviewers:

Debra Overdorff, <i>University of Texas</i>	Andrea Wiley, <i>James Madison University</i>
Greg Laden, <i>University of Minnesota</i>	Brian Richmond, <i>University of Illinois</i>
Richard Sherwood, <i>University of Wisconsin</i>	Susan Pfeiffer, <i>University of Toronto</i>
William Leonard, <i>Northwestern University</i>	Richard Davis, <i>Bryn Mawr College</i>
David Begun, <i>University of Toronto</i>	Robert Shanafelt, <i>University of Florida</i>

Having been a reviewer myself, I appreciate the extensive time and effort these individuals have taken. I also thank other colleagues who have offered many valuable suggestions regarding structure and/or content: Gary Heathcote, Uni-

versity of Guam; Lorena Madrigal, University of South Florida; Brandy O'Neill, University of Pennsylvania; and J. Kenneth Smail, Kenyon College. I only know one of you in person, but thank you all for your valuable suggestions.

Last, but not least, I dedicate this as always to my family. To my wonderful sons, David, Benjamin, and Zane—thanks for all the smiles and hugs, which make it all worthwhile. Thanks also for all those questions that really make me think (the ones I couldn't answer as well as those I could). Finally, to my wife, Hollie, love of my life and best friend—thanks for love, friendship, and support. I couldn't have done this without you.