



# PREFACE

## ⊗ THE APPROACH OF THE TEXT

I believe that my primary task as a teacher is to excite students about the *possibilities* of anthropology and *to teach them the core perspectives, concepts, methods, and theories*. From its inception, I have had several objectives for the book. First, the text is designed to *introduce undergraduate students* to the field of cultural anthropology. Second, I want to show students that anthropology is *relevant* and *applicable* to their lives. Finally, the book is designed as a *shorter anchor text* so that ethnographies, topical books, and collections of readings can be part of the course's assigned readings while keeping costs down. Ethnographies give students in-depth insights into one culture and a holistic perspective on topics, plus the opportunity to apply the concepts introduced in the text.

I was motivated to write the text because years ago I was frustrated by encyclopedic texts, by texts that emphasized theory and were written in styles that were too formal, by shorter texts that lacked visual interest and targeted upper division students, and by texts that seemed to ignore the other fields of anthropology. I was encouraged by like-minded colleagues who belong to an informal group of anthropologists in California and teach introductory-level anthropology at both two- and four-year colleges. This informal group of anthropology educators has morphed over more than 30 years into a semiformal group, and we still meet annually to discuss developments in the field and pedagogy. We share what works in teaching and exciting introductory students about anthropology. I am pleased that my efforts in the previous four editions have been well received.

Cultural anthropology is diverse in subject matter and theoretical approaches to research and analysis. Data expands each year, and it is impossible to fit everything into a semester's lower division introductory course; it is my view that it is also pedagogically unsound. Less can be more. I have come to this conclusion based on more than three decades teaching introductory cultural anthropology courses. The holistic, comparative, scientific, and humanistic perspectives of the discipline are threads that are interlaced through each chapter. Additionally, the occasional relevant issue from archaeology and biological anthropology is woven into the text to emphasize the holistic view. As you might imagine, I applaud the recent resurgence and acknowledgement of the importance and uniqueness of the holistic perspective to our discipline. I have used

an eclectic approach to theoretical issues throughout, and I've focused on those that are practical. When students have a firm understanding of a few paradigms, they have a foundation on which to examine others—and think critically about all.

Pedagogy is an important part of this text. I kept in mind the importance of *signposting* concepts as I wrote; these concepts are also *reinforced throughout* the text. To create a text *with unity*, I have used examples drawn from the same cultures in more than one chapter. Images are selected to illustrate specific points discussed in the text and to stimulate discussion. The Try This feature asks students to apply concepts they have learned or to make and test hypotheses about the topic at hand. Adopters of previous editions tell me that this feature is very useful for generating student involvement in both live and distance learning classes. A less formal writing style is part of the overall pedagogical design of the text. I write as though I am talking directly to students, while maintaining an appropriate scholarly tone. I am pleased that readers of previous editions applaud this style of writing.

## HALLMARK FEATURES

### Structure

- A manageable number of chapters, which can be covered in a semester, offer a brief introduction to the field. Organization by standard topics fits the teaching styles of most professors.
- The overall structure of this edition has stayed the same and reflects the author's pedagogical focus for students by clustering chapters into three sections: Part I addresses basic concepts and methods, Part II presents cross-cultural adaptive patterns, and Part III, the “So What” part of the text, looks at applying the anthropological perspective.
- An emphasis on how anthropology is relevant to students can be found in many examples and stories. This includes chapter-opening vignettes based on the author's experiences and aimed at drawing students into the chapter contents.

### Pedagogy

- Learning objectives, chapter summaries, marginal running glossary, study questions, suggested readings at the end of chapters, and end glossary offer learning support.
- A strong visual appeal that underscores the chapter narratives with a wealth of concept illustrations and color photos. This provides pedagogical support for students.

- Reinforcement throughout the text of the holistic, scientific, humanistic, comparative approach of the discipline creates unity for student understanding of the anthropological approach.
- The appendix “How Do You Read an Ethnography?” guides students’ reading and study of assigned supplemental ethnographies.
- Students are asked to think critically using the Try This activity prompts that are integrated throughout the text. These ask students to ponder, compare, analyze, hypothesize, and apply the concepts they have just read about. These are purposefully written at a variety of levels. A few are simple and don’t require much analytical thought (for example, those labeled Ponder or Consider). Prompts such as Compare, Contrast, Analyze, Apply, and Hypothesize are intended to stimulate students’ integrative thought processes by helping them apply concepts, perspectives, and methods. These prompts also provide focal points for in-class or on-line bulletin board discussions.
- A personal writing style that is lively and conversational as appropriate and more formal as needed to convey the principles of anthropology.

## WHAT’S NEW TO THIS EDITION

- The text is **updated throughout**, including the latest research and areas of topical interest.
- Chapter 2 includes an **expanded** discussion of **Race as a Social Construct**.
- Chapter 12 includes **new** coverage of **Feminist Anthropology**.
- **Part III**, Applying the Anthropological Perspective, is **honed** and **expanded**. My goal for this part of the text is to acquaint the introductory student with how culture changes and how applied anthropology can illuminate and aid our understanding of and responses to problems—personal, local, and global. Additions to this section include:
  - Chapter 13 Culture Change and Globalization
    - **New sub-headings** better facilitate student reading in the section “Ethics Then and Now”
    - **New material on ethics:** *Recent Issues: Human Terrain System Program*
    - **New material:** **Update on the Raikas and their camels**
    - **New section heading** **Tourism and Globalization**, includes **sharpened** material on approaches to tourism studies plus a **new** section titled **Tourism and Authenticity**
    - **Revised** section with **new** title **Globalization and the Media**

- Chapter 14 Applying Anthropology
  - **New chapter opening vignette**
  - **Rewritten and sharpened section What Is Applied Anthropology?** notes the domains of application in applied anthropology and methodological approaches
  - **New section: Agricultural Anthropology** with case studies
  - **New Medical Anthropology** coverage
  - **New section Evaluation Anthropology**
- Emphasis on pedagogy continues with **new** and **updated Try This** features in each chapter, reflecting the author’s commitment to teaching.
- **Updated Anthropology Around Us boxes.** These boxes focus on current and timely issues that illustrate how the perspectives, topics, and concepts of anthropology are part of our everyday lives. Changes include
  - **Updates to data and issues in boxes throughout**
  - Substantial update of Chapter 5 box “Edible Insects”
  - Substantial update of Chapter 6 box “Vote with Your Fork”
  - Substantial update of Chapter 7 box “Outdated Traditions”

## SUPPLEMENTS

As a full-service publisher of quality educational products, McGraw-Hill does much more than just sell textbooks. It creates and publishes an extensive array of print, video, and digital supplements for students and instructors. *Introducing Cultural Anthropology* boasts a comprehensive supplement package. Orders of new (versus used) textbooks help to defray the cost of developing such supplements, which is substantial. Please consult your local McGraw-Hill representative for more information on any of the supplements.

### For the Student

***The Student’s Online Learning Center*** This free, Web-based student supplement features a large number of helpful tools, activities, links, and useful information at [www.mhhe.com/lenkeit5e](http://www.mhhe.com/lenkeit5e). Designed specifically to complement the individual chapters of the text, students access material by text chapter. Exciting activities and resources include

- Try This Internet exercises that offer chapter-related links to Web sites and activities for students to complete based on those sites

- Chapter objectives, outlines, and overviews that are designed to give students signposts for understanding and recognizing key chapter content
- Multiple choice and true/false questions that give students the opportunity to quiz themselves on chapter content
- Essay questions that allow students to explore key chapter concepts through their own writing
- A glossary that illustrates key terms
- An audio glossary that helps students with difficult-to-pronounce words through audio pronunciation help
- Vocabulary flashcards that allow students to test their mastery of key vocabulary terms
- General Web links that offer chapter-by-chapter links for further research
- Links to useful information on careers in anthropology

## For the Instructor

***The Instructor's Online Learning Center*** This password-protected site offers access to all of the student online materials plus important instructor support materials and downloadable supplements such as

- A complete Instructor's Manual offers helpful teaching tips along with chapter-by-chapter overviews, learning objectives, outlines, key terms, and suggested class activities.
- A computerized test bank offering numerous multiple choice, short answer, and essay questions in an easy-to-use program. McGraw-Hill's EZ Test is a flexible and easy-to-use electronic testing program. This 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 or BlackBoard. EZ Test Online is a new service that gives you a place to easily administer your EZ Test-created exams and quizzes online. The program is available for Windows and Macintosh environments.
- PowerPoint lecture slides give professors ready-made chapter-by-chapter presentation notes.
- Links to professional resources provide useful links to professional anthropological sites on the Internet.

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