

PREFACE

PURPOSE

The purpose of a textbook is to transmit and register ideas and information, to induce the readers to see old things in new ways, and then to ask readers to think about what they see. A book may be the most elegantly written, most handsomely designed, most lavishly illustrated text available on the subject, but if it is not interesting, clear, and comprehensible to the student, it is valueless as a teaching tool. The trick is not just to present facts and concepts; the trick is to make them *memorable*. This is what I have tried to do in *Anthropology*, an introductory text that presents the key concepts and terminology for the basic divisions of anthropology—physical anthropology and cultural anthropology, including ethnology and linguistics, and prehistoric archaeology.

Most anthropology instructors have two goals for their introductory classes: to provide an overview of the principles and processes of anthropology, and to plant a seed of cultural awareness in their students that will enable them to see other cultures as not-so-strange and to challenge their ethnocentrism, long past the end of the semester.

All 10 editions of *Anthropology* have tried to support and further these goals. The majority of our students come to class intrigued with the subject of anthropology, but they have little more than a vague sense of what the field is about. The first and most obvious aim of the text, therefore, is to give students a comprehensive introduction to anthropology. Because it draws from the research and ideas of a number of schools of anthropological thought, the text exposes students to a balanced presentation of such key theoretical approaches as evolutionism, historical particularism, diffusionism, functionalism, French structuralism, structural functionalism, and behavioral ecology. This inclusiveness reflects my conviction that different approaches all have important things to say about human behavior. To restrict oneself to one approach, at the expense of the others, is to cut oneself off from significant insights.

If most students have little substantive concept of anthropology, they often have less clear—and potentially more destructive—views of the primacy of their own cul-

ture and its place in the world. A secondary goal of the text, then, is to persuade our students to understand and appreciate the true complexity and breadth of human behavior and culture. Debates in North America and Europe regarding the “naturalness” of the nuclear family, the place of nonstandard English dialects in public education, and the nature of racial differences and gender roles all greatly benefit from the perspectives gained through anthropology. This questioning aspect of anthropology is perhaps the most relevant gift we can pass on to our students. Indeed, debunking is close to the spirit of anthropology, and questioning the superiority of European (and European American) peoples and cultures is something anthropologists have always done especially well. Anthropology is, in this sense, a tool to enable students to think both in and out of their own cultural context.

ORGANIZATION OF THE BOOK

A Unifying Theme

I have found in my own teaching that introductory students often lack a sense of the bigger picture in their studies of human beings. The best solution seems to be the use of a common theme that unifies chapters but that also allows students to make sense of each chapter and part introduction, regardless of the order in which they are read. For want of a better term, I refer to this common theme as one of *adaptation*, although not in the sense of simple behavioral responses to environmental stimuli. Of course, people do not react to an environment as a given; rather, they react to it as they perceive it, and different groups of people may perceive the same environment in dramatically different ways. People also react to things other than the environment: their own biological natures, for one, and their beliefs, attitudes, and the consequences of their behavior, for others. All of these factors present them with problems, and people maintain cultures to deal with problems or matters that concern them. To be sure, their cultures must produce behavior that is generally adaptive, or at least not maladaptive, but this is far from

saying that cultural practices necessarily arise because they are adaptive in a particular environment.

Many Messages, Many Media

For most of the discipline's history, anthropologists have relied upon print resources to share information, especially the very linear genre of ethnography, occasionally supplemented with photographs and, in fewer cases, film and analog recordings. However, many of the people anthropologists have studied and worked with have different "literacies" that they draw upon. Indeed, cultural anthropologists work with numerous guises of human behavior, ranging from oral narrative, to music, to ritual dance, weaving, and spray-paint graffiti. Anthropology, therefore, is arguably among the most inherently multimedia of all studies. Today's students are quite familiar with multimedia, and the 10th edition of *Anthropology* uses nonprint media as some of the many potential paths students can take to explore the techniques, processes, and findings of anthropology. The art program is an important part of the text's narrative, while a selection of videos (discussed in more detail below) show culture in motion and bring action and life to the ideas presented in the book. Guides to the World Wide Web (also discussed in more detail below) build skills for analysis and research and move the content of the text away from standard linear textbook format to a multimedia package. Instructors will find the PowerPoint slides and overhead transparencies helpful in bringing the ideas and art of the text into the classroom. And of course, the Classic Readings and Bibliography continue to provide students with a rich library of anthropological resources. Anthropology has been an archive of human behavior, and it is important that the discipline show the richness and diversity of humanity through the appropriate media.

SPECIAL FEATURES OF THE BOOK

Readability

The readability of the text is enhanced by the writing style; even the most difficult concepts are presented in prose that is clear, straightforward, and easy for today's first- and second-year students to understand, without feeling that they are being "spoken down to." Where technical terms are necessary, they appear in bold-faced type, are carefully defined in the text, and defined again in the running glossary in simple, clear language.

The Selection of Cross-Cultural Examples

Because much learning is based on analogy, numerous and engaging examples have been utilized to illustrate, emphasize, and clarify anthropological concepts. Cross-cultural perspectives infuse the text, comparing cultural practices in a great variety of societies, often including the student's own. But these examples have been chosen with the knowledge that although students should be aware that anthropology has important statements to make about the student's own culture and society, the emphasis in introductory anthropology should be on non-Western societies and cultures for illustrative purposes. Why?

It is a fact of life that North Americans share the same planet with great numbers of people who are not only not North American but are non-Western as well. Moreover, North Americans constitute a minority, for they account for far less than one-quarter of the world's population. Yet traditional school curricula in North America emphasize their own surroundings and backgrounds, saying little about the rest of the world. More than ever, as recent events involving Afghanistan and the Middle East make clear, college students need to acquire knowledge about the rest of the world and its peoples. Such a background gives them the global perspective they need to better understand their own culture and society and their place in today's world. Anthropology, of all disciplines, has a long-standing commitment to combating ethnocentrism, and instructors have a unique obligation to provide this perspective.

Maps, Photographs, and Other Illustrations

In this text, numerous four-color photos have been used to make important anthropological points by catching the students' eyes and minds. Many are unusual in the sense that they are not "standard" anthropological textbook photographs; each has been chosen because it complements the text in some distinctive way. And many photographs are shown within groups so students can contrast and compare their messages. In the 10th edition, for instance, Chapter 27 has two photos that compare colonial and modern violence against indigenous people in Guatemala. The success of these photographs can be measured in the number of comments I have received from students and other instructors over the years about the vividness of particular selections.

In addition, the line drawings, maps, charts, and tables were selected especially for their usefulness in il-

illustrating, emphasizing, or clarifying particular anthropological concepts and have also proved to be valuable and memorable teaching aids. Maps in particular have been a popular aid through each edition of *Anthropology*, and the 10th edition builds on this success. Many of the locator maps are new or have been revised. And we have returned to one feature initially utilized in the first edition: placing a world map (a Robinson projection) in the front matter that shows where all of the cultures mentioned in the text are located.

Original Studies

A special feature of this text is the Original Study that appears in each chapter. These studies consist of selections from ethnographies and other original works by women and men who have done, or are doing, work of anthropological significance. Each study, integrated within the flow of the text, sheds additional light on an important anthropological concept or subject area found in the chapter. Their content is not extraneous or supplemental. The Original Studies bring specific concepts to life through specific examples. And a number of Original Studies also demonstrate the anthropological tradition of the case study, albeit in abbreviated form.

The idea behind the Original Studies is to coordinate the two halves of the human brain, which have different functions. Whereas the left (dominant) hemisphere is logical and processes verbal inputs in a linear manner, the right hemisphere is creative and less impressed with linear logic. Psychologist James V. McConnell describes the brain as “an analog computer of sorts—a kind of intellectual monitor that not only handles abstractions, but also organizes and stores material in terms of Gestalts [that] include the emotional relevance of the experience.” Logical thinking, as well as creative problem solving, occurs when the two sides of the brain cooperate. The implication for textbook writers is obvious: To be truly effective, they must reach both sides of the brain. The Original Studies help to do this by conveying some “feel” for humans and their behavior and how anthropologists actually study them. For example, in Chapter 16’s Original Study, adapted from “The Blessed Curse” by R. K. Williamson, students hear the author describe growing up as an “intersexed” person and the clash of her parents’ fundamentalist Christian worldview with that of her Cherokee grandmother regarding her identity. Her state of existence “between” genders is considered alternately as a blessing and a curse. As with other Original Studies, the striking nature of her experiences drives the discussion of a host of issues deeply relevant to students and anthropology.

Integrated Gender Coverage

Unlike many introductory texts, the 10th edition of *Anthropology* integrates rather than separates gender coverage. Thus, material on gender-related issues is included in every chapter. This approach gives the 10th edition a very large amount of gender-related material: the equivalent of three full chapters. This much content far exceeds the single chapter most introductory textbooks contain.

Why is the gender-related material integrated? Anthropology is itself an integrative discipline; concepts and issues surrounding gender are almost always too complicated to remove from their context. Moreover, spreading this material through all of the chapters emphasizes how considerations of gender enter into virtually everything people do. Much of the new content for the 10th edition (listed below) relates to gender in some way. These changes generally fall into at least one of three categories: changes in thinking about gender within the discipline, examples that have important ramifications for gender in a particular society or culture, and cross-cultural implications about gender and gender relations. Examples of new material range from an expanded discussion of homosexual identity and same-sex marriage to current thinking on the role of females in ape societies and recent news in regard to female genital mutilation. Through a steady drumbeat of such coverage, the 10th edition avoids “ghettoizing” gender to a single chapter that is preceded and followed by resounding silence.

Previews and Summaries

An old and effective pedagogical technique is repetition: “Tell ‘em what you’re going to tell ‘em, tell ‘em, and then tell ‘em what you’ve told ‘em.” To do this, each chapter begins with preview questions that set up a framework for studying the contents of the chapter. At the end of the chapter is a summary containing the kernels of the more important ideas presented in the chapter. The summaries provide handy reviews for students without being so long and detailed as to seduce students into thinking they can get by without reading the chapter itself.

Web Links

The Internet has proved to be an increasingly important means of communication and will no doubt continue to grow in relevance and complexity. The 10th edition draws upon the World Wide Web both as an instructional tool and as a vehicle for providing new examples of culture and cultural change. Every chapter contains Cyber Road

Trips that refer the student and instructor to the book's companion Web site, found at <http://www.wadsworth.com/product/053461020X>, where Web links and accompanying interactive exercises can be found for each chapter.

Classic Readings and Bibliography

Each chapter includes a list of classic readings that will supply the inquisitive student with further information about specific anthropological points. The books suggested are oriented toward the general reader and the interested student who wishes to explore further the more technical aspects of the subject. In addition, the bibliography at the end of the book contains a listing of more than 500 books, monographs, and articles from scholarly journals and popular magazines on virtually every topic covered in the text that a student might wish to investigate further.

Glossary

The running glossary is designed to catch the students' eyes as they read, reinforcing the meaning of each newly introduced term. It is also useful for chapter review, as the student may readily isolate the new terms from those introduced in earlier chapters. A new, complete glossary is also included at the back of the book for easy reference. In the glossaries each term is defined in clear, understandable language. As a result, less class time is required going over terms, leaving instructors free to pursue matters of greater interest.

Length

Careful consideration has been given to the length of this book. On the one hand, it had to be of sufficient length to avoid superficiality or misrepresentation of the discipline by ignoring or otherwise slighting some important aspect of anthropology. On the other hand, it could not be so long as to present more material than can be reasonably dealt with in the space of a single semester, or to be prohibitively expensive. The resultant text is comparable in length to introductory texts in the sister disciplines of economics, psychology, and sociology, even though there is more ground to be covered in an introduction to general anthropology.

The 10th Edition

Every chapter in the 10th edition has been thoroughly updated, edited, and fine-tuned with the help of two expert consultants. Major changes for the 10th edition include:

CHAPTER 1

New discussion of anthropology's relevance illustrated with discussion of racism in the United States, the issue of same-sex marriage, and the common confusion of "nation" with "state." There is a revised discussion of ethics illustrated by the author's work, and a new example of ethnographic fieldwork.

CHAPTER 3

Completely rewritten with greatly expanded coverage of human genetics.

CHAPTER 4

New discussion of chimpanzee culture.

CHAPTER 5

Extensive revision; material on macroevolution was moved to this chapter, and the discussion of fossil primates was simplified.

CHAPTER 6

Revised discussion of *Australopithecus* and new material on *Ardipithecus*, *Kenyanthropus*, and *Orrorin tugenensis*.

CHAPTER 7

Revised discussion of Oldowan tools.

CHAPTER 8

Revised discussion of Acheulean tools; new discussion of comparable technology from China; new material on implications of stone tool technology for language origins.

CHAPTER 9

New material on Neandertal DNA; new discussion of the controversial "Neandertal flute"; expanded section on Neandertals and spoken language.

CHAPTER 10

New emphasis on difficulty of defining "anatomically modern"; rewritten and expanded discussion of the peopling of the Americas; removal (to Chapter 11) of section on the Mesolithic.

CHAPTER 11

Placement of section on the Mesolithic at the start of the chapter; new material on early domestication of goats.

CHAPTER 12

Expanded discussion of Çatalhöyük; new material on early writing; expanded section on "Civilization and Its

Discontents," including material on genetic diseases (cystic fibrosis and Tay-Sachs).

CHAPTER 16

New discussion of changing concepts of normality and abnormality in the United States.

CHAPTER 17

New material on relation of ritual to agriculture in Bali and revised discussion of birth control among food foragers.

CHAPTER 18

New examples of cross-cultural misunderstandings in business.

CHAPTER 19

Expanded material on primate sexuality in general and human sexuality in particular; new material on both polygyny and same-sex marriage in the United States, discussion of the relation between rising divorce rates and rising life expectancy in the United States.

CHAPTER 21

New chapter conclusion raises the issue of reproductive technologies and their effects on kinship.

CHAPTER 22

New discussion of lowered participation in traditional common-interest associations and rise of "virtual" associations via cyberspace.

CHAPTER 24

A revised discussion of shamanism and its origins in trance experience.

New Original Studies

Six of the 27 Original Studies are new to the 10th edition:

Chapter 1: Encountering Environmentalism in Rural Costa Rica, by Luis Vivanco (2000)

Chapter 3: The Unsettling Nature of Variational Change, by Stephen Jay Gould (2000)

Chapter 4: The Culture of Chimpanzees, by A. Whitten and C. Boesch (2001)

Chapter 5: Will the Real Human Ancestor Please Stand Up? by Dana Walrath (2002)

Chapter 20: The Ever-Changing Family in North America, by Linda Stone (1998)

Chapter 22: Digital Revolution: Indigenous Peoples in Cyberia, by Harald E. L. Prins (2000)

New Anthropology Applied and Bio Boxes

Four new Anthropology Applied boxes are:

Chapter 3: Anthropology and the Ethical, Legal, and Social Implications of the Human Genome Project, by Dana Walrath

Chapter 17: Agricultural Development and the Anthropologist

Chapter 18: Anthropology and the World of Business, with a section by Dureen Hughes

Chapter 26: Development Anthropology and Dams

In addition, the Anthropology Applied boxes for Chapters 1, 13, 21, and 23 have been updated and revised.

Two new Bio Boxes are:

Chapter 3: Gregor Mendel

Chapter 13: Ashley Montagu

SUPPLEMENTS FOR INSTRUCTORS

In keeping with the 10th edition's recognition that the use of many messages requires many media, the selection of ancillaries accompanying *Anthropology* should meet most instructor's needs.

Technology Demo CD-ROM for Anthropology

The Technology Demo CD-ROM introduces and demonstrates all of the key technology supplements that Wadsworth offers. The demos provide instructors with an overview of each supplement and a more detailed demonstration of exactly how to use each product. The Technology Demo CD-ROM comes in each Instructor's Edition of the text.

Instructor's Manual

This supplement provides student learning objectives, a chapter review, brief descriptions of chapter feature pieces, key terms, lecture and class activity suggestions, as well as a list of additional resources that correspond

to each chapter of the textbook. Concise user guides for InfoTrac® College Edition and WebTutor are provided as appendixes.

Test Bank

Each chapter of the Test Bank features approximately 40–70 multiple-choice questions; 10–15 true/false questions; and many matching, short-answer, and essay questions. In addition to answers and page references, all test questions are followed by codes that indicate the type of question, whether the question focuses on the main narrative of the text or on a feature piece, and if a similar question can be found in the Study Guide and Workbook.

ExamView Computerized and Online Testing

Create, deliver, and customize tests and study guides (both print and online) in minutes with this easy-to-use assessment and tutorial system. *ExamView* offers both a Quick Test Wizard and an Online Test Wizard that guide you step by step throughout the process of creating tests, while its unique “WYSIWYG” capability allows you to see the test you are creating on screen exactly as it will print or display online. Using *ExamView*’s complete word processing capabilities, you can enter an unlimited number of new questions or edit existing questions.

CLASSROOM PRESENTATION TOOLS FOR INSTRUCTORS

Wadsworth’s Cultural Anthropology Transparency Acetates 2003

A set of four-color acetates from Wadsworth’s cultural anthropology texts is available to help prepare lecture presentations.

Wadsworth’s Physical Anthropology Transparency Acetates 2003

A set of four-color acetates from Wadsworth’s physical anthropology texts is available to help prepare lecture presentations.

Multimedia Manager for Anthropology: A Microsoft PowerPoint Link Tool 2003 CD-ROM

This 2003 CD-ROM contains digital media and PowerPoint presentations for all of Wadsworth’s 2003 introductory anthropology texts—placing images, lectures, and video clips at instructors’ fingertips. Start with our pre-assembled PowerPoint Presentations, which include chapter outlines and key terms. Then easily add video and images from Wadsworth’s anthropology texts all included on the CD-ROM. Instructors can also add their own lecture notes and images to create a custom-made lecture presentation. The NEW Wadsworth Multimedia Manager also includes an exciting Earthwatch Institute Research Feature!

Wadsworth Anthropology Video Library

Qualified adopters may select full-length videos from an extensive library of offerings drawn from excellent educational video sources such as *Films for the Humanities and Sciences*.

Faces of Culture Video Series

Prepared by Coast Telecourses in Fountain Valley, California, through the Coast Community College District, this video series (for which Haviland served as technical consultant) has been an important part of anthropology since 1983. Most of the 26 half-hour programs focus on key anthropological concepts, while several episodes are devoted to presenting rich ethnographic detail on specific cultures. These videos are available for stand-alone use or in the context of a telecourse. A Telecourse Student Study Guide is also available. Instructors can obtain information on the Telecourse and order an Instructor’s Manual and Testbank by calling Coast Telelearning directly at (800) 547-4748 or via email at coastlearning@cccd.edu.

CNN Today Anthropology Video Series, Volume I

CNN Today Cultural Anthropology Video Series, Volumes I–V

CNN Today Physical Anthropology Video Series, Volumes I–IV

The *CNN Today Anthropology* video series is an exclusive series jointly created by Wadsworth and CNN for the anthropology course. Each video in the series consists of

approximately 45 minutes of footage originally broadcast on CNN within the last several years. The videos are broken into short 2–7 minute segments, which are perfect for classroom use as lecture launchers or to illustrate key anthropological concepts. An annotated table of contents accompanies each video with descriptions of the segments and suggestions for their possible use within the course.

Visual Anthropology Video and Guide

This video consists of 16 clips, each 3–4 minutes in length, from some of the best-known ethnographic films. The shortness of the clips makes for maximum flexibility. Documentary Educational Resources produced the video exclusively for Wadsworth Publishing. Derive the most benefit from the Visual Anthropology video by using it in conjunction with *A Guide to Visual Anthropology*. The *Guide* describes the films on the video, suggests related topic areas, provides a brief summary, and includes classroom questions for discussion.

SUPPLEMENTS FOR STUDENTS

Anthropology Student CD-ROM

This student CD-ROM comes automatically with every copy of the text. On the CD, students will find the following features for each field of anthropology:

Meet the Scientist Read interviews with scientists who talk about their field research projects, including project goals, personal anecdotes, and discoveries. See actual photos of fieldwork and learn what each principal investigator has to say about the exciting contributions anthropology is making today. Includes well-known Earthwatch scientists and field research expeditions from around the world.

Live From the Field Watch CNN broadcast video clips that take you on a journey around the world. See anthropologists' research and fieldwork on contemporary anthropological issues. Critical thinking questions follow each video clip and can be answered and emailed to your instructor.

Interactive Exercises Experience the fun of learning—test your knowledge by placing fossils correctly on a map, completing historical timelines, and labeling skeletons.

Identify the similarities and differences of simple words between languages, click on words in Shizwani to hear how they are pronounced, and much more.

Online Research Learn how to research a specific topic in any field of anthropology. This section will help you prepare for class, complete course assignments, write your research paper.

Exploring Further Explore a wealth of anthropology resources. See the latest breaking news in anthropology, read essays on agricultural and economic development, learn about cultural survival, and find facts and advice about anthropology careers.

Study Guide and Workbook

This guide includes chapter synopses, chapter goals, lists of key terms and people, and questions to guide students in their reading of chapter material. Each chapter also includes practice tests consisting of fill-in-the-blank, multiple-choice, matching, true/false, and essay questions.

Researching Anthropology on the Internet, Second Edition

Written by David Carlson, this useful guide is designed to assist anthropology students in all of their needs when doing research on the Internet. Part One contains general information necessary to get started and answers questions about security, the type of material available on the Internet, the sites with information that is reliable and the sites that are not, the best ways to find research, and the best links to take students where they want to go. Part Two looks at each main discipline in anthropology and refers students to sites where the most enlightening research can be obtained.

WEB RESOURCES AND SUPPLEMENTS FOR INSTRUCTORS AND STUDENTS

Anthropology Online: Wadsworth's Anthropology Resource Center

The Wadsworth Anthropology Resource Center contains a wealth of information and useful tools for both instructors and students. After logging on to the Wadsworth

home page at <http://anthropology.wadsworth.com>, click on Course Materials, Anthropology, and the *Haviland* book cover. Proceed to the Student Resources section by clicking For Students. There, students will find many exciting chapter specific resources such as CNN video clips, crossword puzzles, Internet Exercises, InfoTrac College Edition Exercises, practice quizzes that calculate results that can then be emailed to instructors, and much more. Instructors too will find a wealth of materials such as an online Instructor's Manual and PowerPoint lecture slides.

A Virtual Tour of Applying Anthropology

This special section of the Web site serves as an online resource center for the anthropology student. Students will find Applied Anthropologists at Work, Graduate Studies Info, Job Boards, Internships and Fieldwork, and an Essay on Careers with video.

InfoTrac College Edition

Ignite discussions or augment lectures with the latest developments in anthropology and societal change. InfoTrac College Edition (available as a free option with

newly purchased texts) gives instructors and students 4-months' free access to an easy-to-use online database of reliable, full-length articles (not abstracts) from hundreds of top academic journals and popular sources. Among the journals that are available 24 hours a day, seven days a week, *American Anthropologist*, *Current Anthropology*, *Canadian Review of Sociology and Anthropology*. Contact your Wadsworth/Thomson Learning representative for more information.

WebTutor Advantage™ on WebCT and Blackboard

For students, WebTutor Advantage offers real-time access to a full array of study tools, including chapter summaries, flashcards (with audio), practice quizzes, interactive maps and timelines, online tutorials, and Web links. Professors can use WebTutor Advantage to provide virtual office hours, post syllabi, set up threaded discussions, track student progress with quizzing material, and more. WebTutor Advantage provides rich communication tools, including a course calendar, asynchronous discussion, "real-time" chat, a whiteboard, and an integrated email system.