
PREFACE

Having done a substantial revision in the fifth edition of *Anthropology: The Exploration of Human Diversity*, I didn't plan to change as much as I ended up doing for the sixth. But the subfields of anthropology—reflecting the world itself—seem to change at an increasing pace with each new edition. I added two new chapters (and changed several old ones) to reflect recent changes in the world. These include the demise of the Soviet Union, the growing significance of multiculturalism in the United States and Canada, and anthropology's increasingly transnational, multi-local, and longitudinal perspectives.

I also made some organizational changes. I merged the two primates chapters into one (7). The food production chapter (10) now logically follows the discussion of the Mesolithic in Chapter 9. In this edition, the Gender chapter (18) comes after, rather than before, the chapters on Kinship and Descent (16) and Marriage (17). Some of the material in Applied Anthropology (17) has been moved to the Colonialism and Development chapter (18), and vice versa. Reorganization is intended to make the themes of globalization, cultural and ecological adaptation, change, variation, and diversity—unifying anthropology's subdisciplines—as clear as possible. (However, other approaches are also discussed and respected.)

A new feature in the sixth edition is the inclusion of several **In-the-News boxes** along with the **issues boxes** of previous editions. These In-the-News boxes describe recent discoveries (e.g., the Alpine "Iceman") or topics of anthropological relevance that are drawing increased public attention. Both kinds of boxes give students a chance to consider

anthropology's relevance to today's multicultural world and to their own lives. Some boxes examine current events or debates. Others are personal accounts of field experiences, which add human feeling to the presentation of anthropology's subject matter. Many boxes illustrate a point by bringing in an example familiar to students from their enculturation or everyday experience.

All chapters have been updated. As with the fifth edition, the entire book was scanned into a computer, allowing me to scrutinize every word, sentence, paragraph, and caption—to attend to style, content, and organization. I have been able to respond to hundreds of suggestions from users and reviewers as I did for the last edition, which got favorable comments in terms of readability and interest. The result, I hope, is a well-organized, interesting, and "user-friendly" introduction to anthropology.

WHAT ABOUT CONTENT REVISION?

Besides **updating** in all chapters, there are two new chapters: "Ethnicity and Ethnic Relations" (4) and "Cultural Exchange and Survival" (24). To keep the book from getting too big, I had to make some cuts for new material and chapters. For example, the previous edition's two chapters on primates have been collapsed into one, and information from the chapter "The Future" has been moved to other chapters. Many chapters, especially the chapter on **Race** have **new sections**. These respond to users' and reviewers' suggestions and to my recent teaching experience.

Retained from the previous edition is the unifying world system perspective, and the related focus on social change and ecological adaptation (including the human dimension of global environmental change).

The special theme of this new edition is **Preserving Cultural Diversity in the Face of Globalization**. Globalization describes the accelerating links between nations and people in a world system connected economically, politically, and by modern media and transportation. I recognize and try to show how linkages in the modern world system have both enlarged and erased old boundaries and distinctions as described in standard anthropology textbooks. People travel more than ever, but migrants maintain their ties with home, so that they live multilocally. With so many people "in motion," the unit of anthropological study expands from the local community to the transnational diaspora.

Different degrees of destruction, domination, resistance, survival, adaptation, and modification of native cultures have followed contact between cultures and ethnic groups. Today's world is marked by ethnocide, genocide, and attacks on native landscapes and their traditional management systems. Indigenous peoples and traditional cultures have devised various strategies to resist attacks on their autonomy, identity, and livelihood. New forms of political mobilization and cultural expression have emerged from the interplay of local, regional, national, and international cultural forces. I examine new and changing social and cultural forms, contexts, identities, and creations throughout this book.

In considering ethnic and national cultural identities, Chapter 4 examines multiculturalism in North America and the revival of ethnic expression and conflict in eastern Europe and the former Soviet Union. Chapter 24 focuses on issues of cultural exchange and survival in a global culture driven by flows of people, technology, finance, images, information, and ideology. Chapter 24 shows that contemporary cultural diffusion is a creative process in which people and cultures survive by revising, reworking, resisting, or rejecting the messages they get from external systems.

This edition's theme, *Preserving Diversity in the Face of Globalization*, is illustrated by the new end paper map, illustrating global deforestation, a growing threat to the survival of indigenous peoples (and primates), especially in the tropics. Several chapters examine human dimensions of global en-

vironmental change and other environmental issues. There are discussions of endangered primates, ecocide, ethnocide, genocide, resistance and cultural survival (especially in Chapters 24).

I am pleased to have been one of the textbook authors chosen to participate in the **Gender in the Curriculum** Project of the American Anthropological Association. In that project I was paired with Yolanda Moses, who commented extensively on, and met with me to discuss, the treatment of gender issues in previous editions. Responding to suggestions and comments by Dr. Moses and others, gender issues are the focus of a separate Chapter (18) and also receive expanded treatment throughout the text.

The following **annotated outline** summarizes, by chapter, the main changes in *Anthropology: the Exploration of Human Diversity*, 6e:

Chapter

1. The Scope of Anthropology—updated.
2. Field Methods—organizational change: the discussion of ethnographic procedures has been expanded and placed before survey research.
3. Culture—greater attention to how individuals use culture creatively (see also Chapter 24).
4. **New chapter: ETHNICITY AND ETHNIC RELATIONS.**

This chapter discusses models of ethnic relations, including multiculturalism in North America and the resurgence of nationalism and ethnic conflict in eastern Europe and the former Soviet Union.

Major headings: ETHNIC GROUPS AND ETHNICITY; ETHNIC GROUPS, NATIONS, AND NATIONALITIES; ETHNIC TOLERANCE AND ACCOMMODATION; ROOTS OF ETHNIC CONFLICT.

Sections on: Nationalities and Imagined Communities, Acculturation and Assimilation, The Plural Society and Pluralism, Multiculturalism and Ethnic Identity, Prejudice and Discrimination, Chips in the Mosaic, Aftermaths of Oppression.

Boxes: A Handbook of Ethnic Interaction, Ethnic Nationalism Run Wild.

5. The Cultural Construction of Race—new discussion of racial categories and relations in Japan, including Koreans and *burakumin*; expanded discussion of the relation between

- ethnic and racial categories in the **United States and Latin America**.
6. **Evolution, Genetics, and Biological Adaptation**—updated, with expanded discussion of adaptation.
 7. **The Primates**—updating, new tables and charts; two chapters have been collapsed into one, which surveys primate classification, anatomy, adaptation, behavior, and society; box on endangered primates in the context of global deforestation.
 8. **Early Hominids**—updated, new section on taphonomy, expanded discussion of dating techniques, including thermoluminescence (TL) and electron spin resonance (ESR); implications of recent Miocene ape discoveries.
 9. **The Emergence of Modern Humans**—thoroughly updated; implications of new dating methods for understanding the relation between Neandertals and moderns; box on mitochondrial Eve; recent cave painting discoveries.
 10. **Early Food Production**—updated; new evidence for early food production in Africa and Asia; the significance of the Alpine "Iceman."
 11. **Cultural Change and Adaptation**—updated, new discussion of the authenticity of the hunter-gatherer mode of production and the position of foragers in the world system; new box on "The Great Forager Debate."
 12. **Bands and Tribes**—updated.
 13. **Chiefdoms and States**—updated with new tables.
 14. **The World System, Industrialism, and Stratification**—updated, with new information on Indian caste.
 15. **Economic Systems**—updated, with new discussion of Native American fishing rights.
 16. **Kinship and Descent**—updated.
 17. **Marriage**—updated, with new information on the role of love in marriage.
 18. **Gender Roles**—updated; reorganized to give greater emphasis to gender stratification and variation in male and female status and activities.
 19. **Religion**—updated.
 20. **Personality and Worldview**—updated.
 21. **Language**—updated, with In-The-News box on preserving linguistic diversity.
 22. **Applied Anthropology**—updated and reorganized along with Chapter 23; expanded dis-

cussion of medical and urban anthropology (both academic and applied dimensions).

23. **Colonialism and Development**—updated and reorganized along with Chapter 22.

24. **New chapter: CULTURAL EXCHANGE AND SURVIVAL.**

This chapter discusses several examples of culture contact, mobility, exchange, resistance, and survival in the modern world system. It considers the implications of a changing, transnational world for cultural identities and for anthropology.

Major headings: PEOPLE IN MOTION; DOMINATION; RESISTANCE AND SURVIVAL; SYNCRETISMS, BLENDS, AND ACCOMMODATION; MAKING AND REMAKING CULTURE; THE CONTINUANCE OF DIVERSITY.

Sections on: Cultural Contact in Larger Systems; Development and Environmentalism; Religious Domination; Weapons of the Weak; Nongovernmental Organizations; Tribal and Human Rights; Cultural Imperialism, Stimulus Diffusion, and Creative Opposition; Indigenizing Popular Culture; A World System of Images; A Transnational Culture of Consumption.

Boxes: Voices of the Rainforest, Rigoberta Menchu.

Appendix

American Popular Culture—updated; new discussion of the creative role of the individual in interpreting popular culture.

WHAT ABOUT DESIGN, PEDAGOGY, AND STUDY AIDS?

The McGraw-Hill staff and I take suggestions by users and reviewers seriously in planning illustrations. We've increased the number of illustrations, choosing many new photos, most in color.

We've retained the pedagogical devices at the end of each chapter: **summary**, **study questions**, a **glossary** defining terms boldfaced in the chapter, and a list of **suggested reading**. In addition, a complete **bibliography** appears at the end of the book.

The new **instructor's manual** contains a list of **films**, organized by topic. The instructor's manual also contains a huge selection of multiple-choice,

true-or-false, and essay questions. These are also available on diskette for use with the **computerized testmaker**.

Available for the first time with the sixth edition is a new **Ethnographic Case Studies** book written by Dr. Holly Peters-Golden. This supplement has case studies of ten of the cultures discussed in the textbook. Dr. Peters-Golden has taught introductory anthropology at the University of Michigan, using my textbook for several years.

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I thank many colleagues at McGraw-Hill. Sylvia Shepard, anthropology editor since 1992, and former developmental editor, read and commented on several chapters of the new edition—especially the new chapters. She helped me conceptualize the new chapters (and the entire sixth edition) and improve the organization, scope, and content of all the chapters she read. I thank Sylvia for her help in planning and realizing both the fifth and sixth editions. Phil Butcher and Barry Fetterolf also provided valuable input in planning the fifth and sixth editions. Barry, who has been associated with this book since its first edition, heads McGraw-Hill's social sciences publishing.

Bob Greiner did his usual conscientious, considerate, and efficient job as project editor. Without him I might not have met my deadlines and kept on schedule. It's been a pleasure to work again with Barbara Salz, photo researcher, and Kathy Bendo, photo manager. I also thank Marci Nugent, for her copyediting; Joan O'Connor, for conceiving and executing the attractive design; Fred Schulte, for shepherding the manuscript through production; and Sally Constable, marketing project manager. I am especially grateful to the McGraw-Hill sales representatives who wore their ribbons proudly and made sure instructors get to sample *Anthropology: The Exploration of Human Diversity*.

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I again extend my special gratitude to Yolanda Moses, who worked closely with me for the AAA Gender in the Curriculum Project. Professor Thomas Collins of Memphis State University provided me with the prototype for Table 1.1. I thank all my colleagues who use the book and send me their comments, corrections, and suggestions—personally or through the sales representatives. Anyone—student or teacher—with access to email (internet) can now send me messages and suggestions at the following address:

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As always, my wife, children, and mother offered support and inspiration during the preparation of a new edition. I renew my dedication of this book to my mother, Mariana Kottak Roberts, for kindling my interest in the human condition, reading and commenting on what I write, and for the insights about people and society she continues to provide.

After thirty years in anthropology and twenty-five years of teaching, I have benefitted from the knowledge, help, and advice of so many friends, colleagues, teaching assistants, and students that I can no longer fit all their names into a short preface.

I hope they know who they are and accept my thanks.

Annually since 1968 I've taught Anthropology 101 (Introduction to Anthropology) to a class of 500–600 students, with the help of 8–12 teaching assistants each time. Feedback from students and teaching assistants 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 have to be based in enthusiasm and in practice—in the enjoyment of one's own teaching experience. I hope that this product of my experience will be helpful to others.

Conrad Phillip Kottak