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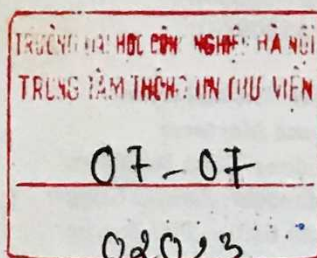
CORE CONCEPTS IN CULTURAL ANTHROPOLOGY

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ROBERT H. LAVENDA EMILY A. SCHULTZ

CORE CONCEPTS IN CULTURAL ANTHROPOLOGY

FOURTH EDITION



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◆ Preface ◆

THIS BOOK IS A CONCISE introduction to the fundamental key terms and issues of contemporary cultural anthropology. It is not a condensed version of the seventh edition of our textbook, *Cultural Anthropology: A Perspective on the Human Condition*; this is something different. Our goal is to provide students with a rapid sketch of the basic ideas and practices of cultural anthropology in a style analogous to an expanded glossary. A good glossary supports beginners in a discipline by expanding the analytic vocabulary at their command and situating this new terminology in the theoretical and practical history of the field. So, too, we hope, with this volume: We introduce the core concepts and key terms in cultural anthropology and indicate briefly where they come from and how they are related to one another in order to provide students with a context for understanding anthropological writing, especially ethnographic writing, when they turn to it.

Our expectation is that this text will be used in conjunction with ethnographies and/or collections of readings during the term. For that reason, we have omitted extended ethnographic examples and other kinds of details found in our textbook *Cultural Anthropology* (and most introductory texts), and we have concentrated on providing a scaffolding on which students can rely as they begin to read more conventional anthropological texts.

Features

- ◆ *Flexibility.* This text can be used in many different ways. It can be used by itself as a concise introduction to cultural anthropology when the course time that can be devoted

to covering the discipline is limited. It can also be used very successfully in conjunction with other readings, either anthologies or ethnographies, or both. *Core Concepts in Cultural Anthropology* may be assigned at the beginning of the term to go along with introductory lectures and be referred to as needed. Another approach, popular with users of earlier editions of *Core Concepts in Cultural Anthropology*, is to assign specific chapters to be read along with particular ethnographies or course topics. To accommodate various uses, we have made each chapter as self-contained as possible. Each chapter has numbered section headings to make it easier for students to navigate the text and to give instructors additional flexibility should they wish to assign segments of chapters in novel ways best suited for the organization of their courses. We have included cross-references to related topics in other chapters wherever possible. If the order of our chapters does not fit your arrangement of topics in your course, please rearrange the chapters and sections in any order that works for you. We think our order makes sense, but instructors should feel free to assign (or omit) the chapters and sections in whatever way best suits their approach to teaching anthropology.

- ◆ *Brief and affordable.* What you have in your hands is an unadorned framework for teaching cultural anthropology. Quite intentionally, there are no photographs, no lavish graphics, no elaborate text boxes, no extended ethnographic examples. A consequence of writing a concise introduction is that many of the details and nuances of the field are left out. We assume that instructors will provide favorite ethnographic examples both in class and in other readings to illustrate the issues they raise in class. It is our hope that the brevity and affordability of this text will allow the assignment of additional course readings and will engender lectures and class discussions that bring back the nuance and subtlety that are a part of every human endeavor, including anthropology, teaching, and learning.
- ◆ *Provides useful study aids.* Each chapter opens with a list of key terms discussed in that chapter. Each chapter ends with a list of

suggested readings, which—along with an extensive end-of-book bibliography—directs students to more detailed discussions. The index allows students to quickly find the key terms they need. An online Study Guide provides additional learning help.

- ◆ *Includes a chapter on theory.* Because all anthropological writing is theoretically situated, we have included a chapter on theory in cultural anthropology. We think it is important for students to get a sense of how the texts they are reading fit into a broader theoretical context of the discipline. We also think they need some intellectual tools for interpreting what they are reading: Ethnographic writing often refers to alternative theoretical positions, and it is useful for students to know the issues those positions have raised in the course of ongoing anthropological discussion and debate.
- ◆ *Provides a unique appendix on reading ethnography.* This distinctive guide provides students with a set of tools for effectively reading ethnographic writing. It looks at how ethnographies are put together and how they are written; it also offers students strategies for getting the most from their reading.

As we put the book together, we had to decide whether some concepts would be addressed in more than one place in the text. For the sake of concision, we decided to confine the discussion of some topics to a single chapter (for example, the discussion of research methods is found only in Chapter 1). In other cases, where we concluded that the same concepts needed to be discussed in more than one chapter, cross-references are provided in the text (for example, discussions of different kinds of ecological anthropology appear in Chapters 8 and 9).

What's New in the Fourth Edition?

- ◆ Taking account of reviewers' comments, we have shortened the list of key terms at the beginning of Chapters 3 ("Language"), 4 ("Culture and the Individual"), 7 ("Political Anthropology"), 8 ("Economic Anthropology"), 9 ("Relatedness: Kinship and Descent"), and 11 ("Globalization and the Culture of Capitalism"). In several

of these chapters, the discussions of the key terms have been eliminated; in others, we decided that not every term we mention rates the status of "key term"; such secondary terms are italicized in the text.

- ◆ We have introduced discussions of collaborative ethnography into Chapter 1 and "Appendix: Reading Ethnographic Writing."
- ◆ The discussion of applied anthropology has been expanded to cover cross-disciplinary practices.
- ◆ The discussion of race in Chapter 2 has been expanded and strengthened.
- ◆ Chapter 3, "Language," has been revised: Some of the more detailed discussions of formal linguistics analysis have been eliminated, and a new section on language revitalization has been added.
- ◆ Chapter 5 is now called "Expressive Culture: Religion, Worldview, and Art." It includes new material on religious change, art worlds, art and identity, and media anthropology.
- ◆ In Chapter 6, we have included an expanded discussion of feminist anthropology, gender studies, and sexualities.
- ◆ Chapter 7, "Political Anthropology," has an enhanced discussion of cultural ecology and political ecology, a brief discussion of law and human rights, and a discussion of the invention of tradition.
- ◆ In Chapter 8, "Economic Anthropology," we have streamlined the section on Marxist economic theory, revised the discussion of cultural ecology, and added a discussion of global assemblages.
- ◆ In Chapter 9, now called "Relatedness: Kinship and Descent," we have eliminated the lengthy discussion of cousin terminology and have extended the discussion of the relatedness implications of assisted reproduction and organ transplantation.

- ♦ Chapter 11, "Globalization and the Culture of Capitalism," now contains a discussion of commodity chains and other global assemblages.
- ♦ Chapter 12, "Theory in Cultural Anthropology," has been updated to cover some of the theoretical initiatives of the last decade.
- ♦ In all chapters, the list of suggested readings has been expanded and updated as needed.

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Finally, we would like to thank Jan Beatty, who suggested a book like this to us in the first place. This continues to be an interesting and valuable project for us as it pushes us to think about the different ways in which cultural anthropology might be presented. We hope that you find it to be an effective tool for teaching anthropology to new generations of students.