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We use cookies to keep in mind your preferences, such as your preferred delivery country and currency, to keep items placed in your shopping cart, track website visits mentioned by our advertising partners, and analyze the traffic of our site. Privacy Detailed Page 2 We use cookies to remember your preferences, such as your preferred country of delivery and currency, to keep items placed in the shopping cart, to track website visits mentioned from our advertising partners, and to analyze the traffic of our site. Privacy Details Carol R. Amber started at Antioch College as a chemistry major. She started taking social science courses because some of them were needed, but she soon found herself intrigued. There were a lot of unanswered questions, and she was excited about the possibility of a research career in social sciences. She spent a year in graduate school at Cornell studying sociology before continuing her studies at Harvard, where she studied anthropology mainly with John and Beatrice Whiting. For her doctoral thesis, she worked among Luo Kenya. While there she noticed that many boys were assigned girls'™ jobs such as nanny and household chores because their mothers (who did most of the agriculture) lacked girls to help. She decided to study the possible impact of the assignment on the social behaviour of boys. Using systematic behavioral observations, she compared girls, boys who did a great'™, and boys who did little. She found that boys assigned girls'™ work were intermediate in many social behaviours compared to other boys and girls. Later, she did cross-cultural studies on variations in marriage, family, origin groups, and war and peace, mainly in collaboration with Melvin Amber, whom she married in 1970. All these cross-cultural studies tested theories on data for world-class models of societies. From 1970 to 1996, she taught at the Hunter College of the City University of New York. She was President of the Society for Intercultural Studies and co-director of the Summer Institute for Comparative Anthropological Research, which was funded by the National Science Foundation. From 1996 to 2009, she served as Executive Director of files, Inc. (HRAF), a nonprofit research agency at Yale University. She was appointed president of HRAF in 2010. She is also currently President of the Society of Anthropological Sciences. After graduating from Columbia College, Melvin Amber enrolled at Yale University for his doctorate. His mentor at Yale was George Peter Murdoch, an anthropologist who was instrumental in promoting cross-cultural research and creating a complete text database on the cultures of the world facilitation of cross-cultural testing of hypotheses. This database became known as the Human Relations Files (HRAF) because it was originally sponsored by the Institute of Human Relations in Ele. Grows in annual installments and now spreads electronic format, the HRAF database now covers more than 410 cultures, past and present, worldwide. Melvin Amber did fieldwork for his dissertation on American Samoa, where he compared three villages to study the impact of commercialization on political life. He also conducted research on group descents and how they have changed with increased buying and selling. His cross-cultural studies initially focused on differences in family groups of residence and origin. He also conducted an intercultural study of the relationship between economic and political development, the origin and spread of the taboo on incest, the causes of polygamy and how archaeological correlates of social customs can help us draw conclusions about the past. After four years of research at the National Institute of Mental Health, he taught at Antioch College and then Hunter College, City University of New York. He served as president of the Society for Intercultural Studies. From 1987 until his death in 2009, he was president of HRAF. Peter N. Peregrine entered anthropology after receiving a bachelor's degree in English. He found an anthropological'™ approach to understanding people more appealing than the humanistic approach he had learned as an English basis. He conducted an ethnohistorical study of the relationship between Jesuit missionaries and Native American peoples to obtain a master's degree'™ and realized that he needed to study archaeology to understand the cultural interactions experienced by Native Americans before contact with the Jesuits. While working on his doctoral thesis at Purdue University, Peter Peregrine studied the prehistoric cultures of mississippi in the eastern United States. He found that interaction between groups was common and shaped Native American cultures over the centuries. Native Americans came into contact with the Jesuits simply as another in a long series of cross-cultural exchanges. He also found that relatively little research had been done on Native American interactions and decided that comparative research was a good place to start exploring the topic. In 1990, he participated in the Summer Institute for Comparative Anthropological Research, where he met Carol R. Amber and Melvin Amber/Peter Peregrine is a professor of anthropology at Lawrence University in Appleton, Wisconsin, and an outside professor at the Santa Fe Institute in Santa Fe, New Mexico. He also serves as a human rights researcher for the file area. He continues archaeological research and teaches anthropology and archaeology to students. Explains how and why human cultures differ so much in the space and time of cultural anthropology, 14/e helps students understand how people change culturally and why they should be so. It provides both a comprehensive and scientific introduction to Anthropology. This new edition has an extended and updated focus on environmental Pearson's REVEL is an exciting learning experience designed to ensure that today's student reads, thinks, and learns. REVEL modernizes the course's familiar and respected content through dynamic interactive programs and media assessments, and gives educators the opportunity to increase engagement by linking it better with students. The result is increased student engagement and better learning. Teaching and Learning Experience This program will provide the best learning and learning experience for you and your students. This: Immersive Learning Experience with REVEL. 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This clear, detailed schedule helps students stay on the task, eliminating any ambiguity about what material will be covered during each class. And when students know what's expected of them, they're better motivated to keep up. New functions! Performance dashboard. REVEL allows teachers to control class assignments, as well as individual student achievement. It offers action information that helps teachers intersect with their students in meaningful ways such as points earned on quizzes and tests and time to task. Particularly noteworthy is that the trend column shows whether student grades are improving or declining, which helps teachers identify students who could help stay on track. Attracting new pedagogical-driven design! Learning goals have been added to each chapter, helping readers focus on the material ahead. Consolidated materials ending in chapters have been completely revised to link them to the objectives of the training, providing a clearer overview of the important material covered in this chapter. Visually appealing. Fresh, colorful redesign, illustrations throughout the book visually attracts readers throughout. DK cards refer to text and appear at the end of the book. A clear understanding of people explores gender and gender issues. The perspectives of gender boxes explain issues relating to gender, both in anthropology and in everyday life. Examples include expressionism in language; individual women's associations and the status and power of women; morality in women compared to men. New functions! Applying the main themes. Applied anthropological boxes give students a better understanding of a wide range of issues to which anthropological knowledge can be usefully applied. These boxes offer an additional way to show how anthropology helps people lead better lives. A significant expansion of the practice of anthropology with an expanded chapter and the division of medical anthropology into its own chapter. Focus on today's NEW issues! Environmental issues. A more focused focus on environmental issues is presented. I) Chapter after chapter changes Chapter 1. What is Anthropology Three new boxes on individual anthropologists - archaeologist, ethnographer, and physical anthropologist- and their work Chapter 2. Culture Change This chapter has been significantly revised to make it more interesting. new examples of food preferences and taboos are being used to illustrate that culture has been studied. a section on cultural disputes has been rewritten. A new section and figure by the names of children in the United States illustrates the random copying of neutral traits the broader and more historical view of globalization is being introduced. The section of the revolution now contains a discussion of the Arab Spring and the difficulties associated with the revolution. The second box has been updated to discuss the application anthropologists' attempts to meet the Needs of the Bedouins in developed change programs with the Government of Oman. Chapter 3. Culture and The Individual In this vastly revised and updated chapter, we open up with a discussion of some of the universals of psychological development, emphasizing the need for psychological research to incorporate research on people around the world. A new figure is being introduced to help explain changes in children's cognitive development. The second box is updated and discusses how schools can consciously and unconsciously teach values, comparing preschools in Japan, China and the United States. Chapter 5. Communication and Language In a vastly rewritten section on nonverbal human The authors include new research on handshakes, pheromones, and other communications such as whistle communication. Origins Origin The section is updated with new research on the FOXP2 gene and how it relates to debates about whether Neanderthals had a language. In the section on the relationship between language and other aspects of culture, the authors updated our study on basic color terms and added a new graph to illustrate the differences in terminology. The introduction to this section is updated with discussion of Cree Narrative and Hip-Hop language and the authors rewrote the code-switching section with new material. The second box, which has been widely rewritten, discusses why some immigrant groups keep their mother tongues longer than others. Chapter 6. Getting Food Authors have expanded the discussion of complex breadwinners. To put food-getting in a better historical perspective, the authors greatly expanded the discussion of the origin of food production in the backyard-when it occurred and theories as to why it occurred. Chapter 7. Economic Systems Authors presented a set of experimental and observational studies providing evidence that exchange and cooperation can be universally associated with pleasure. Chapter 8. Social Stratification: Class, Ethnicity, Racism Authors have expanded our section on caste by adding discussion of professional caste in Africa. The section on race is widely expanded by a new section on the concept of race in biology The first box on global inequality is widely rewritten and supplemented with new material. The second box updates the discussion of why there are differences in disease deaths between African Americans and European Americans. Chapter 9. Sex and Gender This chapter has been widely rewritten to be more interesting and easier to read with more subtitles for clarity. In the first part of the chapter, the authors open a section on culturally diverse gender concepts, including diversity in which genders are recognized. In the first field, updated to reflect recent changes in attitudes towards women in combat, the authors study cross-cultural studies on why some societies allow women to fight. Chapter 10. Marriage and Family Added a new chart explaining different types of family structures. The third updated field discusses why the number of single-parent families is increasing in countries such as ours. The fourth box on changing the family and social security in Japan has been completely rewritten and updated. Chapter 11. Family Residence and Kinship This chapter now begins with a new introduction with a piece of poetry from Robert Frost that hopefully raises awareness of what it means to be a relative. Chapter 12. Association and interest groups are a new introduction, starting with Hopi Fable on a Common Purpose and a new section on the global adoption of social media such as Facebook, and how these media relate to cultural associations and interest groups. New research on how male age sets and individual affect women. Teh Teh has also been modified so that the explanations of different types of associations are followed immediately after they have been described and illustrated. The first updated field examines whether individual women's associations enhance the status and power of women. Chapter 13. Political Life Authors added a new section that discusses the concepts of nation states, nationalism and political identity. They note that people living in States cannot identify with the State in which they live, and their perception of statehood does not correspond to political boundaries. Chapter 14. Religion and Magic Authors have added a new theoretical discussion about the need for human cooperation and recent research that supports this theory. New research on the relationship between religiosity and stress and anxiety has also been added. A new debate has been added about how most religions started out as minority sects or cults. The first box, which is updated, raises the question of whether and to what extent religion promotes moral behavior, cooperation and harmony. Chapter 15. Art In a new section, the authors discuss the problematic and fuzzy differences made in labeling some art negatively as tourist art versus more positively like fine art. Chapter 16. The Practice and Application of Anthropology Introductory section is now explicitly discussing specializations in practice and applied anthropology such as development anthropology, environmental anthropology, business or organizational anthropology, museum anthropology, cultural resource management, and forensic anthropology. The authors updated the ethics section with an expanded discussion of relocation projects, their risks, and a dilemma whose lives have actually improved. Significantly expanded the section on anthropologists as lawyers and collaborators and updated the forensic section with details of the time of death. Sections on environmental anthropology and business and organizational anthropology are brand new. The first box is new to this chapter and how to get a development program to include more women. The second box is new and about anthropological work to help the car company improve its business culture. Chapter 17. Health and Disease This chapter deals with itself with a cultural understanding of health and disease, the treatment of diseases (especially from a biocultural, not just biomedical point of view), various practitioners, and political and economic effects on health. The first box discusses an anthropologist's attempt to assess why an applied medical project doesn't work, and the second updated field explores eating disorders, biology and cultural beauty design. Chapter 18. Global problems in revising the section on natural disasters and famine, which are often the result of these the authors have paid more and more attention to inequality, which exacerbates them. New research on gender equality equality section on domestic violence. In the section on war, the authors discuss changes over the course of history, the complex relationship between natural disasters and war, and the growing focus on how people's vulnerability to natural disasters can be reduced. The first one has been meticulously redesigned and updated, and now highlights climate change and the ways anthropologists can contribute to understanding the solutions of The Brief Table of Chapter 1 content. What is Anthropology Chapter 2. Culture and Culture Change Chapter 3. Culture and individual chapter 4. Understanding and Explaining Culture Chapter 5. Communication and Language Chapter 6. Getting Food Chapter 7. Economic Systems Chapter 8. Social stratification: class, ethnicity, racism Chapter 9. Sex and Gender Chapter 10. Marriage and Family Chapter 11. Family Residence and Kinship Chapter 12. Association and Interest Groups Chapter 13. Political Life Chapter 14. Religion and Magic Chapter 15. Art Chapter 16. The Practice and Application of Anthropology Chapter 17. Health and DiseaseChauter 18. Global Problems Pearson offers special prices when packing text with other student resources. 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