
Using Anthropology

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Some disciplines, such as economics, have an obvious relationship to the nonacademic world. Economic theory, although generated as part of basic research may often prove useful for understanding the "real" economy. Anthropology, on the other hand, does not seem so applicable. In this article, David McCurdy discusses some of the professional applications of anthropology and argues that there is a basic anthropological perspective that can help anyone cope with the everyday world. He uses the case of a company manager to illustrate this point, asserting that ethnographic "qualitative" research is an important tool for use in the nonacademic world.

In 1990, a student, whom I had not seen for fifteen years, stopped by my office. He had returned for his college reunion and thought it would be interesting to catch up on news about is (and my) major department, anthropology. The conversation, however, soon shifted from college events to his own life. Following graduation and a stint in the Peace Corps, he noted, he had begun to study for his license as a ship's engineer. He had attended the Maritime Academy, and worked for years on freighters. He was finally granted his license, he continues, and currently held the engineer's position on a container ship that made regular trips between Seattle and Alaska. He soon would be promoted to chief engineer and be at the top of his profession.

As he talked, he made an observation about anthropology that may seem surprising. His background in the discipline, he said, had helped him significantly in his work. He found it useful as he went about his daily tasks, maintaining his ship's complex engines and machinery, his relationships with the crew, and his contacts with land-based management.

And he is not an unusual case. Over the years, several anthropology graduates have made the same observation. One, for example, is a community organizer who feels that the cross-cultural perspective he learned in anthropology helps him mediate disputes and facilitate decision-making in a multiethnic neighborhood. Another, who works as an advertising account executive, claims that anthropology helps her discover what products mean to customers. This, in turn, permits her to design more effective ad campaigns. A third says she finds anthropology an invaluable tool as she arranges interviews and writes copy. She is a producer for a metropolitan television news program. I have heard the same opinion expressed by many others, including the executive editor of a magazine for home weavers, the founder of a fencing school, a housewife, a physician, several lawyers, the kitchen manager for a catering firm, and a high school teacher.

The idea that anthropology can be useful is also supported by the experience of many new PhDs. A recent survey has shown, for the first time, that more new doctorates in research, and the list of nonacademic work settings revealed by the survey is remarkably broad. There is a biological anthropologist, for example, who conducts research on nutrition for a company that manufactures infant formula. A cultural anthropologist works for a major car manufacturer, researching such questions as how employees adapt to working overseas, and how they relate to conditions on domestic production lines. Others formulate government policy, plan patient care in hospitals, design overseas development

projects, run famine relief programs, consult on tropical forest management, and advise on product development, advertising campaigns, and marketing strategy for corporations.

This new-found application of cultural anthropology comes as a surprise to many Americans. Unlike political science, for example, which has a name that logically connects it with practical political and legal professions, there is nothing in the term anthropology that tells most Americans how it might be useful.

The research subject of anthropology also makes it more difficult to comprehend. Political scientists investigate political processes, structures, and motivations. Economists look at the production and exchange of goods and services. Psychologists study differences and similarities among individuals. The research of cultural anthropologists, on the other hand, is more difficult to characterize. Instead of a focus on particular human institutions, such as politics, law, and economics, anthropologists are interested in cross-cultural differences and similarities among the world's many groups.

This interest produces a broad view of human behavior that gives anthropology its special cross-cultural flavor. It also produces a unique research strategy, called *ethnography*, that tends to be qualitative rather than quantitative. Whereas other social sciences moved toward *quantitative methods* of research designed to test theory by using survey questionnaires and structured, repetitive observations, most anthropologists conduct *qualitative research* designed to elicit the cultural knowledge of the people they seek to understand. To do this, anthropologists often live and work with their subjects, called *informants* within the discipline. The result is a highly detailed ethnographic description of the categories and rules people consult when they behave, and the meanings that things and actions have for them.

It is this ethnographic approach, or cultural perspective, that I think makes anthropology useful in such a broad range of everyday settings. I particularly find important the special analysis. To illustrate these assertions, let us take a single case in detail, that of a manager working for a large corporation who consciously used the ethnographic approach to solve a persistent company problem.

The Problem

The manager, whom we will name Susan Stanton, works for a large multinational corporation called UTC (not the company's real name), UTC is divided into a number of parts, including division, subdivision, departments, and other units designed to facilitate its highly varied business enterprises. The company is well diversified,

engaging in research, manufacturing, and customer services. In addition to serving a wide cross-section of public and private customers, it also works on a variety of government contracts for both military and nonmilitary agencies.

One of its divisions is educational. UTC has established a large number of customer outlets in cities throughout the United States, forming what it calls its "customer outlet networks." They are staffed by educational personnel who are trained to offer a variety of special course and enrichment programs. These courses and programs are marketed mainly to other businesses or to individuals who desire special training or practical information. For example, a small company might have UTC provide its employees with computer training, including instruction on hardware, programming, computer languages, and computer program applications. Another company might ask for instruction on effective management or accounting procedures. The outlets' courses for individuals include such topics as how to get a job, writing a resume, or enlarging your own business.

To organize and manage its customer outlet network, UTC has created a special division. The division office is located at the corporate headquarters and is responsible for customer outlet courses, or "products" as they are called inside the company. The division also has departments that develop, produce, and distribute the special learning materials used in customer outlet courses. These include books, pamphlets, video and audio tapes and cassettes, slides, overlays, and films. These materials are stored in a warehouse and are shipped, as they are ordered, to customer outlets around the country.

It is with this division that Susan Stanton first worked as a manager. She had started her career with the company in a small section of the division that designed various program materials. She had worked her way into management, holding a series of increasingly important positions. She was then asked to take over the management of a part of the division that had the manufacture, storage, and shipment of learning materials as one of its responsibilities.

But there was a catch. She was given this new management position with instructions to solve a persistent, although vaguely defined, problem. "Improve the service," they had told her, and "get control of the warehouse inventory." In this case, "service" meant the process of filling orders sent in by customer outlets for various materials stored in the warehouse. The admonition to improve the service seemed to indicate that service was poor, but all she was told about the situation was that customer outlet personnel complained about the service; she did not know exactly why or what "poor" meant.

In addition, inventory was "out of control." Later she was to discover the extent of the difficulty.

We had a problem with inventory. The computer would say we had two hundred of some kind of book in stock, yet it was back ordered because there was nothing on the shelf. We were supposed to have the book but physically there was nothing there. I'm going, "Uh, we

have a small problem. The computer never lies, like your bank statements, so why don't we have the books?"

If inventory was difficult to manage, so were the warehouse employees. They were described by another manager as "a bunch of knuckle draggers. All they care about is getting their money. They are lazy and don't last long at the job." Strangely, the company did not view the actions of the warehouse workers as a major problem. Only later did Susan Stanton tie in poor morale in the warehouse with the other problems she had been given to solve.

Management by Defense

Although Stanton would take the ethnographic approach to management problems, that was not what many other managers did. They took a defensive stance, a position opposite to the discovery procedures of ethnography. Their major concern—like that of many people in positions of leadership and responsibility—was to protect their authority and their ability to manage and to get things done. Indeed, Stanton also shared this need. But their solution to maintaining their position was different from hers. For them, claiming ignorance and asking questions—the hallmark of the ethnographic approach—is a sign of weakness. Instead of discovering what is going on when they take on a new management assignment, they often impose new work rules and procedures. Employees learn to fear the arrival of new managers because their appearance usually means a host of new, unrealistic demands. They respond by hiding what they actually do, withholding information that would be useful to the manager. Usually, everyone's performance suffers.

Poor performance leads to elaborate excuses as managers attempt to blame the trouble on others. Stanton described this tendency.

When I came into the new job, this other manager said, 'Guess what? You have got a warehouse. You are now the proud owner of a forklift and a bunch of knuckle draggers.' And I thought, management's perception of those people is very low. They are treating them as dispensable, that you can't do anything with them. They say the workers don't have any career motives. They don't care if they do a good job. You have to force them to do anything. You can't motivate them. It's only a warehouse, other managers were saying. You can't really do that much about the problems there so why don't you just sort of try to keep it under control.

Other managers diminished the importance of the problem itself. It was not "poor service" that was the trouble. The warehouse was doing the best it could with what it had. It was just that the customers—the staff at the customer outlets—were complainers. As Susan Stanton noted:

The people providing the service thought that outlet staff were complainers. They said, "Staff complain about everything. But it can't be that way. We have checked it all out and it isn't that bad."

Making excuses and blaming others lead to low morale and a depressed self-image. Problems essentially are pushed aside in favor of a "let's just get by" philosophy.

Ethnographic Management

By contrast, managers take the offensive when they use ethnographic techniques. That is what Stanton did when she assumed her new managerial assignment over the learning materials manufacturing and distribution system. To understand what the ethnographic approach means, however, we must first look briefly at what anthropologists do when they conduct ethnographic field research. Our discussion necessarily involves a look at the concepts of culture and microculture as well as ethnography. For as we will shortly point out, companies have cultures of their own, a point that has recently received national attention; but more important for the problem we are describing here, companies are normally divided into subgroups, each with its own microculture. It is these cultures and microcultures that anthropologically trained managers can study ethnographically, just as fieldworkers might investigate the culture of a !Kung band living in the Kalahari Desert of West Africa or the Gypsies living in San Francisco.

Ethnography refers to the process of discovering and describing culture, so it is important to discuss this general and often elusive concept. There are numerous definitions of culture, each stressing particular sets of attributes. The definition we employ here is especially appropriate for ethnographic fieldwork. We may define culture as the acquired knowledge that people use to generate behavior and interpret experience. In growing up, one learns a system of cultural knowledge appropriate to the group. For example, an American child learns how to chew with a closed mouth because that is the cultural rule. The child's parents interpret open-mouthed chewing as an infraction and tell the child to chew "properly." A person uses such cultural knowledge throughout life to guide actions and to give meaning to surroundings.

Because culture is learned, and because people can easily generate new cultural knowledge as they adapt to other people and things, human behavior and perceptions can vary dramatically from one group to another. In India, for example, children learn to chew "properly" with their mouths open. Their cultural worlds are quite different from the ones found in the United States.

Cultures are associated with groups of people. Traditionally anthropologists associated culture with relatively distinctive ethnic groups. Culture referred to the whole life-way of a society and particular cultures could be named. Anthropologists talked of German culture, Ibo culture, and Bhil culture. Culture was everything that was distinctive about the group.

Culture is still applied in this manner today, but with the advent of complex societies and a growing interest among anthropologists in understanding them, the culture concept has also been used in a more limited way. Complex societies such as our own are composed of thousands of groups. Members of these groups usually share the national culture, including a language and a huge inventory of knowledge for doing things, but the groups themselves

have specific cultures of their own. For example, if you were to walk into the regional office of a stock brokerage firm, you would hear the people there talking an apparently foreign language. You might stand in the "bull pen," listen to brokers make "cold calls," "sell short," "negotiate a waffle," or get ready to go to a "dog and pony show." The fact that events such as this feel strange when you first encounter them is strong evidence to support the notion that you don't yet know the culture that organizes them. We call such specialized groups *microcultures*.

We are surrounded by microcultures, participating in a few, encountering many others. Our family has a microculture. So may our neighborhood, our college, and even our dormitory floor. The waitress who serves us lunch at the corner restaurant shares a culture with her coworkers. So do bank tellers at our local savings and loan. Kin, occupational groups, and recreational associations each tend to display special microcultures. Such cultures can be, and now often are, studied by anthropologists interested in understanding life in complex American society.

The concept of microculture is essential to Susan Stanton as she begins to attack management problems at UTC because she assumes that conflict between different microcultural groups is most likely at the bottom of the difficulty. One microculture she could focus on is UTC company culture. She knows, for example, that there are a variety of rules expectations—written and unwritten—for how things should be done at the company. She must dress in her "corporates," for example, consisting of a neutral-colored suit, bow tie, stockings, and conservative shoes. UTC also espouses values about the way employees should be treated, how people are supposed to feel about company products, and a variety of other things that set that particular organization apart from other businesses.

But the specific problems that afflicted the departments under Stanton's jurisdiction had little to do with UTC's corporate culture. They seemed rather to be the result of misunderstanding and misconnection between two units, the warehouse and the customer outlets. Each had its own microculture. Each could be investigated to discover any information that might lead to a solution of the problems she had been given.

Such investigation would depend on the extent of Stanton's ethnographic training. As an undergraduate in college, she had learned how to conduct ethnographic interviews, observe behavior, and analyze and interpret data. She was not a professional anthropologist, but she felt she was a good enough ethnographer to discover some relevant aspects of microcultures at UTC.

Ethnography is the process of discovering and describing a culture. For example, an anthropologist who travels to India to conduct a study of village culture will use ethnographic techniques. The anthropologist will move into a community, occupy a house, watch people's daily routines, attend rituals, and spend hours interviewing informants. The goal is to discover a detailed picture of what is going on by seeing village culture through the eyes of informants. The anthropologist wants the insider's perspective. Villagers become teachers, patiently explaining different aspects of their

culture, praising the anthropologist for acting correctly and appearing to understand, laughing when the anthropologist makes mistakes or seems confused. When the anthropologist knows what to do and can explain in local terms what is going on or what is likely to happen, real progress has been made. The clearest evidence of such progress is when informants say, "You are almost human now," or "You are beginning to talk just like us."

The greatest enemy of good ethnography is the preconceived notion. Anthropologists do not conduct ethnographic research by telling informants what they are like based on earlier views of them. They teach the anthropologist how to see their world: the anthropologist does not tell them what their world should really be like. All too often in business, a new manager will take over a department and begin to impose changes on its personnel to fit a preconceived perception of them. The fact that the manager's efforts are likely to fail makes sense in light of this ignorance. The manager doesn't know the microculture. Nor have they been asked about it. But can a corporate manager really do ethnography? After all, managers have positions of authority to maintain, as we noted earlier: It is all right for professional anthropologists to enter the field and act ignorant; they don't have a position to maintain and they don't have to continue to live with their informants. The key to the problem appears to be the "grace period." Most managers are given one by their employees when they are new on the job. A new manager cannot be expected to know everything. It is permissible to ask basic questions. The grace period may last only a month or two, but it is usually long enough to find out valuable information.

This is the opportunity that Susan Stanton saw as she assumed direction of the warehouse distribution system. As she describes it:

I could use the first month, actually the first six weeks, to find out what was going on, to act dumb and find out what people actually did and why. I talked to end customers. I talked to salespeople, people who were trying to sell things to help customer outlets with their needs. I talked to coordinators at headquarters staff who were trying to help all these customer outlets do their jobs and listened to what kinds of complaints they had heard. I talked to the customer outlet people and the guys in the warehouse. I had this six-week grace period where I could go in and say, "I don't know anything about this. If you were in my position, what would you do, or what would make the biggest difference, and why would it make a difference?" You want to find out what the world they are operating in is like. What do they value. And people were excited because I was asking and listening and, by God, intending to do something about it instead of just disappearing again.

As we shall see shortly, Stanton's approach to the problem worked. But it also resulted in an unexpected bonus. Her ethnographic approach symbolized unexpected interest and concern to her employees. That, combined with realistic management, gave her a position of respect and authority. Their feelings for her were expressed by one warehouse worker when he said:

When she [Susan] was going to be transferred to another job, we gave her a party. We took her to this country and western place and we all got to dance with the boss. We told her that she was the first manager who ever tried to understand what it was like to work in the warehouse. We thought she would come in like the other managers and make a lot of changes that didn't make sense. But she didn't. She made it work better for us.

Problems and Causes

An immediate benefit of her ethnographic inquiry was a much clearer view of what poor service meant to customer outlet personnel. Stanton discovered that learning materials, such as books and cassettes, took too long to arrive after they were ordered. Worse, material did not arrive in the correct quantities. Sometimes there would be too many items, but more often there were too few. A particularly galling discrepancy since customer outlets were charged for what they ordered, not what they received. Books also arrived in poor condition, their covers ripped or scratched, edges frayed, and ends gouged and dented. This, too, bothered customer outlet staff because they were often visited by potential customers who were not impressed by the poor condition of their supplies. Shortages and scruffy books did nothing to retain regular customers either.

The causes of these problems and the difficulties with warehouse inventory also emerged from ethnographic inquiry. Stanton discovered, for example, that most customer outlets operated in large cities, where often they were housed in tall buildings. Materials shipped to their office address often ended up sitting in ground-level lobbies, because few of the buildings had receiving docks or facilities. Books and other items also arrived in large boxes, weighing up to a hundred pounds. Outlet staff, most of whom were women, had to go down to the lobby, open those boxes that were too heavy for them to carry, and haul armloads of supplies up the elevator to the office. Not only was this time-consuming, but customer outlet staff felt it was beneath their dignity to do such work. They were educated specialists, after all.

The poor condition of the books was also readily explained. By packing items loosely in such large boxes, warehouse workers ensured trouble in transit. Books rattled around with ease, smashing into each other and the side of the box. The result was torn covers and frayed edges. Clearly no one had designed the packing and shipping process with customer outlet staff in mind.

The process, of course, originated in the central warehouse, and here as well, ethnographic data yielded interesting information about the causes of the problem. Stanton learned, for example, how materials were stored in loose stacks on the warehouse shelves. When orders arrived at the warehouse, usually through the mail, they were placed in a pile and filed in turn (although there were times when special preference was given to some customer outlets). A warehouse employee filled an order by first checking it against the stock recorded by the computer, then going to the appropriate shelves and picking the items by hand. Items were packed in the large boxes and addressed to customer outlets. With

the order complete, the employee was supposed to enter the number of items picked and shipped in the computer so that inventory would be up to date.

But, Stanton discovered, workers in the warehouse were under pressure to work quickly. They often fell behind because materials the computer said were in stock were not there, and because picking by hand took so long. Their solution to the problem of speed resulted in a procedure that even further confused company records.

Most of the people in the warehouse didn't try to count well. "People were looking at the books on the shelves and were going, "Eh, that looks like the right number. You want ten? Gee, that looks like about ten." Most of the time the numbers they shipped were wrong.

The causes of inaccurate amounts in shipping were thus revealed. Later, Stanton discovered that books also disappeared in customer outlet building lobbies. While staff members carried some of the materials upstairs, people passing by the open boxes helped themselves.

Other problems with inventory also became clear. UTC employees, who sometimes walked through the warehouse, would often pick up interesting materials from the loosely stacked shelves. More important, rushed workers often neglected to update records in the computer.

The Shrink-Wrap Solution

The detailed discovery of the nature and causes of service and inventory problems suggested a relatively painless solution to Stanton. If she had taken a defensive management position and failed to learn the insider's point of view, she might have resorted to more usual remedies that were impractical and unworkable. Worker retraining is a common answer to corporate difficulties, but it is difficult to accomplish and often fails. Pay incentives, punishments, and motivation enhancements such as prizes and quotas are also frequently tried. But they tend not to work because they don't address fundamental causes.

Shrink-wrapping books and other materials did. Shrink-wrapping is a packaging device that emerged a few years ago. Clear plastic sheeting is placed around items to be packaged, then through a rapid heating and cooling process, shrunk into a tight covering. The plastic molds itself like a tight skin around the things it contains, preventing any internal movement or external contamination. Stanton described her decision.

I decided to have the books shrink-wrapped. For a few cents more, before the books ever arrived in the warehouse, I had them shrink-wrapped in quantities of five and ten. I made it part of the contract with the people who produced the books for us.

On the first day that shrink-wrapped books arrived at the warehouse, Stanton discovered that they were immediately unwrapped by workers who thought a new impediment had been placed in their way. But the positive effect of shrink-wrapping soon

became apparent. For example, most customer outlets ordered books in units of fives and tens. Warehouse personnel could now easily count out orders in fives and tens, instead of having to count each book or estimate numbers in piles. Suddenly, orders filled at the warehouse contained the correct number of items.

Employees were also able to work more quickly, since they no longer had to count each book. Orders were filled faster, the customer outlet staff was pleased. And warehouse employees no longer felt the pressure of time so intensely. Shrink-wrapped materials also traveled more securely. Books, protected by their plastic covering, arrived in good condition, again delighting the personnel at customer outlets.

Stanton also changed the way materials were shipped, based on what she had learned from talking to employees. She limited the maximum size of shipments to twenty-five pounds by using smaller boxes. She also had packages marked "inside delivery" so that deliverymen would carry the materials directly to the customer outlet offices. If they failed to do so, boxes were light enough to carry upstairs. No longer would items be lost in skyscraper lobbies.

Inventory control became more effective. Because they could package and ship materials more quickly, the workers in the warehouse had enough time to enter the size and nature of shipments in the computer. Other UTC employees no longer walked off with books from the warehouse, because the shrink-wrapped bundles were larger and more conspicuous, and because taking five or ten books is more like stealing than "borrowing" one.

Finally, the improved service dramatically changed morale in the division. Customer outlet staff members, with their new and improved service, felt that finally someone had cared about them. They were more positive and they let people at the corporate headquarters know about their feelings. "What's happening down there?" they asked. "The guys in the warehouse must be taking vitamins."

Morale soared in the warehouse. For the first time, other people liked the service workers there provided. Turnover decreased as pride in their work rose. They began to care more about the job, working faster with greater care. Managers who had previously given up on the "knuckle draggers" now asked openly about what had got into them.

Stanton believes the ethnographic approach is the key. She has managers who work for her read anthropology, especially books on ethnography, and she insists that they "find out what is going on."

Conclusion

Anthropology is, before all, an academic discipline with a strong emphasis on scholarship and basic research. But, as we have also seen, anthropology is a discipline that contains several intellectual tools—the concept of culture, the ethnographic approach to fieldwork, a cross-cultural perspective, a holistic view of human behavior—that make it useful in a broad range of nonacademic settings. In particular, it is the ability to do qualitative research that makes anthropologists successful in the professional world.

A few years ago an anthropologist consultant was asked by a utility company to answer a puzzling question: Why were its suburban customers, whose questionnaire responses indicated an attempt at conservation, failing to reduce their consumption of natural gas? To answer the question, the anthropologist conducted ethnographic interviews with members of several families, listening as they told him about how warm they liked their houses and how they set the heat throughout the day. He also received permission to install several video cameras aimed at thermostats in private houses. When the results were in, the answer to the question was deceptively simple: fathers fill out questionnaires and turn down thermostats; wives, children, and cleaning workers, all of whom, in this case, spent time in the houses when fathers were absent, turn them up. Conservation, the anthropologist concluded, would have to involve family decisions, not just admonitions to save gas.

Over the past two or three years, anthropology's usefulness in the world of work has been discovered by the United States press. For example, *U.S. News and World Report* carried a story in 1998 entitled "Into the Wild Unknown of Workplace Culture: Anthropologists Revitalize Their Discipline," which traced changing trends in academic anthropology and highlighted the growth of the discipline's penetration of the business world. Included in the article were examples of useful ethnography, such as the discovery by one anthropologist consultant that rank-and-file union members were upset with shop stewards because the latter spent more time recruiting new members than responding to grievance. In another instance, the article reported on the work of anthropologist Ken Erickson. Hired to find out why immigrant meatpackers had launched a wildcat strike, he was able to show that the workers struck because they felt their supervisors treated them as unskilled laborers, not because there was a language problem, as proposed by the management. The workers had developed elaborate strategies to work quickly, effectively, and safely that were ignored or unknown to their supervisors.

In 1999, *USA Today* carried a story that further emphasized anthropology's usefulness. Entitled "Hot Asset in Corporate:

Anthropology Degrees," the article began with "Don't throw away the MBA degree yet. But as companies go global and crave leaders for a diverse workforce, a new hot degree is emerging for aspiring executives: anthropology." The piece carried numerous examples—the hiring of anthropologist Steve Barnett as a vice president at Citicorp following his discovery of the early warning signs that identify people who do not pay credit card bills; the case of Hallmark, which sent anthropologists into immigrant homes to discover how holidays and birthdays are celebrated so that the company could design appropriate cards for such occasions; the example of a marketing consultant firm that sent anthropologists into bathrooms to watch how women shave their legs, and in the process, to discover what women want in a razor.

The article also listed executives who stressed how important their anthropology degree has been for their business successes. Motorola corporate lawyer Robert Faulkner says that the anthropology degree he received before going to law school has become increasingly valuable in his management job. Warned by his father that most problems are people problems, Michael Koss, CEO of the Koss headphone company, is another example—He received his anthropology degree from Beloit College. Katherine Burr, CEO of The Hanseatic Group, has an MA in anthropology and was quoted as saying, "My competitive edge came completely out of anthropology. The world is so unknown, changes so rapidly. Preconceptions can kill you."

In short, cultural anthropology has entered the world of business over the past 20 years. I argue that the key to its special utility and value in the commercial world is the ethnographic approach. Anthropologists have this ethnographic field experience and a sense of how social systems work and how people use their cultural knowledge. They have the special background, originally developed to discover and describe the cultural knowledge and behavior of unknown societies, need to, in the words of Susan Stanton, "find out what is going on."

Anthropologists specialize in cultural or social anthropology, linguistic anthropology, biological or physical anthropology, and archaeology. While subdisciplines can overlap and are not always seen by scholars as distinct, each tends to use different techniques and methods. Cultural Anthropology. The field of genetics uses elements of anthropology and biology. Genetics is the study of how characteristics are passed down from one generation to the next. Anthropology's subject matter can be both commonplace (like the anatomy of the foot) and completely unfamiliar to most of us (like the star lore of the Australian aborigines) and. And its focus is both sweeping (the evolution of language) and microscopic (the use-wear of obsidian tools). Anthropologists may study ancient Mayan hieroglyphics, the music of African Pygmies, and the corporate culture of a U.S. car manufacturer. The Discover Anthropology website is operated by the Royal Anthropological Institute's Education Outreach Programme. The website aims to encourage a wider appreciation and understanding of anthropology by functioning as a hub for communication, gathering information, and accessing events, activities and resources for people interested in learning more about the subject. Using Anthropology in the has been added to your Cart. Add to Cart. Buy Now. He has previously worked globally as an applied anthropologist in the field of international development, and subsequently as a senior administrator in large US research universities, using anthropology to promote the internationalization of campuses. His other books include Anthropology in Practice (2003) and The Handbook of Practicing Anthropology (2013). Product details. Item Weight : 11.2 ounces. Applied anthropology, in its broader sense, is distinguished primarily from academic anthropology as anthropological methods and data put to use outside of the classroom. This is not to say that all anthropological methods and data put to use outside of the classroom is applied anthropology; field research also is anthropological methods and data put to use outside of the classroom, but it can be used for academic purposes, as well as for practical application.