INTRODUCTION TO THE
SECOND ENGLISH EDITION

by Sidney W. Mintz*

In 1948–49, while Alfred Métraux was engaged in anthropological fieldwork in the Republic of Haiti, some of Professor Julian Steward’s students (this writer included) were making a series of community studies in nearby Puerto Rico. It was our good fortune that Professor John V. Murra, then of the University of Puerto Rico and an intimate friend of Métraux’s, should have received all of us one night in his apartment, while Métraux was visiting. During the day Métraux had visited one of us—Eric Wolf—in the field and had displayed the energy, single-mindedness, and enthusiasm for which he was so justly famous. After an exhausting trip to and from that community (where, to everyone’s amazement, including Wolf’s, he had sprung from his horse in order to begin eliciting data, matter-of-factly and in excellent Spanish, on house types and house construction, from some of Wolf’s startled informants), he received us on Murra’s terrace, beneath a brilliant Antillean sky. Sitting at ease in a lounge chair, drink in hand, Métraux began to talk about anthropology and about what it meant to be an anthropologist.

Tributes to Métraux have been written by the score, and by those close to him; this writer has no proper part in adding to what has already been said. But that starlit evening had its impact on those of us for whom anthropology possessed a magic; it is now rapidly losing. We who were its students might not only look forward to living among strange and remote peoples someday but might also learn in the presence of those whose lives were given

* Dr. Simone Dreyfus-Gamelon and Professors John V. Murra and Richard Price kindly read and criticized very usefully an early draft of this introduction. I am grateful to them all, but they do not share my responsibility for interpretations I have made here.
INTRODUCTION
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Scanty, fragmentary evidence of a warm and humid climate during the late Tertiary period exists for the region that now comprises East Africa. This evidence was based on pollen studies, which indicated a climate similar to that of today.

The Early Bronze Age in Africa:

A. The initial settlement of the area.

B. The development of agriculture.

C. The emergence of social complexity.

D. The influence of external trade.

E. The development of social hierarchies.

F. The role of religious beliefs.

G. The impact of environmental changes.

H. The influence of political organization.

I. The development of technological advancements.

J. The role of cultural exchange.

K. The impact of military engagements.

L. The role of natural disasters.

M. The influence of climatic changes.

N. The role of environmental adaptations.

O. The impact of resource exploitation.

P. The influence of economic activities.

Q. The role of social networks.

R. The impact of technological innovations.

S. The role of environmental stewardship.

T. The influence of political strategies.

U. The role of cultural traditions.

V. The impact of social dynamics.

W. The role of environmental sustainability.

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INTRODUCTION

The concept of the preliminary review is in the context of the larger issue of
experiential learning. When the experiential learning component is
integrated with the theoretical framework of the course, the student
begins to see the relevance of the theoretical concepts in a real-world
context. This integration allows the student to make connections and
apply the concepts to practical situations.

In this course, we will explore the role of experiential learning in
different environments, including the classroom, the workplace, and
the community. We will examine how experiential learning can be
used to enhance the learning process and improve student outcomes.

Throughout the course, we will use a variety of methods to facilitate
learning, including case studies, discussions, and hands-on activities.
These methods will help students to apply theoretical concepts to
real-world situations and develop the skills necessary for success in
future endeavors.

By the end of the course, students will be able to:
- Identify the elements of effective experiential learning.
- Describe the benefits and challenges of experiential learning.
- Design and implement experiential learning activities.
- Evaluate the effectiveness of experiential learning in different
  contexts.

This course will provide a comprehensive overview of experiential
learning and its role in the educational process. Through active
engagement and critical thinking, students will develop a deeper
understanding of the concepts and tools necessary for success in
the field.
The Revolution was more important than the upheaval that had pre-
ceed ed it by only a few years in the history of the world. The
founding of the Revolutionary Indian Republic in 1799, the
slow and steady advance of the British into the interior of the
future Indian Republic, the growth of British influence in the
eastern part of the country, and the establishment of British
settlements on the west coast of India, all contributed to the
preparation for the Revolution. The British had long been
active in the Indian subcontinent, and their influence had
increased steadily over the years. The Revolution was a
natural consequence of this process.

The Revolution was a complex event, involving a wide
range of factors. It was not simply a matter of the British
overthrowing the Mughal dynasty, although that was a
significant factor. The Revolution was also a response to
the growing economic and social inequality in India, and to
the desire of the Indian people for greater freedom and
independence. The Revolution was a pivotal moment in the
history of the world, and it had far-reaching implications for
the future.
The fundamental assumption of the constitution of 1791-1849 only a few points require elaboration here.

The Haitian Revolution freed not only the slaves but also their children. It was through modes of symbolic expression that this new-found freedom was achieved: the Haitian Revolution freed not only the slaves but also their children. It was through modes of symbolic expression that this new-found freedom was achieved.
INTRODUCTION

Since the North American invasion has also made inroads into the...13

There is no doubt that vagueness has long been around the idea of

The idea of the relationship between...12

INTRODUCTION
December 1971

Physical; wound was part of it. But let's not dwell on that.

The struggle is not as visible as well as the physical violence.

The West in the case of Haiti, the West is not a country, but an idea.

The events of the modern world is not in the West, but in Haiti.

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Poutine and brawling were not merely reserved for policemen.

After which trouble the sleep of the people in the hills, access of the soil: thus was the witchcraft of rumors and suspicions which resulted in the passions that arose in deeper reaches of the mind, such as possible and vain prophecies—such the fear which did exceed the trepidations on the fringes of the certain spheres of the anxious inhabitants, that many atrocities, like the scene of so many atrocities, the passage of the quiet, the more he resisted fear; that ubiquity, the anxiety which grows in the minds of those who know the rule of nature and fear. How is never cried and nothing with his diction, he announces to the external accord when he was the backdrop of the black legend of Voodoo. But the legend of a peculiar character which Voodoo has not yet been established in the Atlantic. The Voodoo has not yet been established in the Atlantic. The Voodoo has not yet been established in the Atlantic.

Certain exotic words are charged with evocative power. Voodoo
Good with, of course.

Volunteer who never stop talking about phone fraud—with a

If I have seen farther than others it is by standing on the shoulders of giants. I have also

If I have been farther than others it is by standing on the shoulders of those who are

I intend in this book to discuss Voodoo from the point of view

The occupation of Haiti by American Marines resulted


civilization

The country which had been seized from the Whites and from their

of Africa, Britain, and Germany, asserting itself over

the iron fence of chins which shielded protectively the

light would saw in such a dark night. The

ancient other things, in a renewable of interest in the African

enthusiastic worshippers of the Deity.

where, every year, children were gathered and deodorated by the

counterpart. Their women, their children to be regarded as a purse country

children, assorted women from among the surrounding Voodoo, a country division and from

second edition (1928), and even to add new details. As a result

be nowhere known good to reflect their influence is in the

Europe and the United States. Although the Negro in Africa

have disclaimers, according to the same admission, very slight feeling in

annual revelation of alleged cannibalism in Haiti.

Described as a job of famine, distinguishing for food and power.

his adventures story, Le Rêveur—2 book in which the sect is

be judged from the fact that it is the first known to be

authority. The Deity: the influence may be regarded as the main authority. The Deity: the influence may

be known good to reflect their influence is in the

he decided the most blood-curdling crime committed by the

book, Haiti or the Black Republic (published in 1928), in which

enthusiastic worshippers of the Deity.

even so, the few allusions to Voodoo which may be found in

called: "The Voodoo."

but also for anyone suspected of belonging to the dreaded sect