Hunters and Gatherers

ANT 4930/ANG 6930
Sections 12H6/121C
Fall 2013

Tuesdays 4th period, Dauer Hall 342
Thursdays 4-5th period, Leigh Hall 242

Instructor: Dr. Peter Collings
Office: B-135 Turlington Hall
Phone: 392-294-7593
Email: pcollings@ufl.edu

Office Hours: T&R 6th period and by appointment

Course Overview and Objectives

Although hunting and gathering societies are quite rare in today’s world, and fewer still continue to pursue an independent foraging lifeway, anthropologists are fond to point out that 99% of human existence has been as hunters and gathers. Indeed, these days it is very common to point to many (supposed) human universals as the product of our evolution as hunters and gatherers. This course will examine the wide range of variation in historical and contemporary hunter-gather societies, largely from an ethnographic perspective, though we will employ other approaches, too. Over the course of the semester, we will examine hunter-gatherer subsistence economies, social organization, demography, and (naturally) contemporary issues facing peoples who still identify as foragers. The study of hunter-gatherers is also a window on anthropology, and this course will examine how different historical and theoretical traditions within the development of the discipline have shaped anthropologists’ perceptions of hunting and gathering societies.

Upon completion of the course, students will be able to:
  o Discuss the major theoretical and methodological approaches anthropologists have employed in the study of foraging peoples.
  o Develop an understanding of the foraging lifeway and the ways it is unique as a societal type, and why.
  o Develop an understanding of how anthropologists go about fieldwork and how they conduct research in difficult settings.
  o Discuss the utility of anthropological approaches in addressing contemporary world problems.
  o Appreciate how the foraging ethos contributes to our understanding of human variation diversity and why that diversity is important.

Textbooks and Required Reading

The textbooks for the course are as follows. All are required:


These texts are all ethnographic accounts that will provide a basis for discussion, and examples for understanding foraging societies. In addition, there will be a significant amount of reserve reading, which I will make available in .pdf format. These will be available through Elearning/Sakai. See below for the list.
Exams and Grading

**Participation.** Because this is a reasonably small class, this class will be conducted in a discussion-oriented format. Generally, I will provide a list of questions and discussion points that will help us through each week’s readings. I envision classes as discussions focused on questions, such as “what are the limits of studying foragers as living fossils?”; “What does it mean to be affluent in a hunting and gathering society?”; or “are Khoisan peoples truly independent foragers, or merely a dependent underclass?”; in each case, the readings form the basis of the discussion. This is not a passive classroom. To do well, as a student you will need to actively engage in the class discussions.

Graduate students will be employed somewhat differently. In addition to general participation in class discussions, one period per week will be devoted to graduate students leading the discussion of a particular reading. There will be plenty of choice; each graduate student will present at least twice during the semester and will have the option of presenting material of particular interest.

All of these endeavors fall under “participation”, and all students will receive a grade (100 pts total) that summarizes contributions to the class.

**Exams.** There will be two exams, a mid-term and a final. Each is worth 100 points. Exams will consist of a combination of short answers and long essay questions. Both exams will be take-home and open book, due on the dates listed below. I generally hand out the exam a week or 10 days before the due date.

**Research Paper.** Undergraduate students are required to write a 14-16 page paper on a topic based on “hunters and gatherers.” There is a great deal of leeway here, but topics should be approved beforehand; thus, paper proposals are due well ahead of the paper due date. The term paper is worth 100 points. Details will be forthcoming at our second class meeting. If 14-16 pages seems like a lot, consider that graduate student papers should be manuscript length (20+ pages).

Final Grades. Final grades are assigned out of 400 points (100 for participation, 100 for each exam, and 100 for the term paper). A detailed grade breakdown is as follows:

\[
A=360+, A-=352, B+=340, B=320, B-=312, C+=300, C=280, C-=272, D=250, E=<250
\]

**Policy on Make-ups:** Exam and research paper due dates (listed below) are not subject to change. Late work will be penalized 10 pts. for each day past the due date of the assignment. If you anticipate a problem meeting a deadline, please see me in advance to discuss the matter and make alternative arrangements.

Course Policies, Procedures, and Resources

**Elearning/Sakai:** I will be using Sakai to manage the course. This means that all important materials can be viewed online using Sakai, including a copy of the syllabus, exams, assignments and any supplemental readings or links I might think to post. While Sakai is a useful tool for managing this course, it is important to remember that this is not an online course, and I am only using Sakai as an organizational tool.

**Attendance.** I will call roll until I know all of your names, but I do not feel the need to assign a grade based on attendance. However, given the size of the class and my emphasis on discussion of the material, it will be difficult for you to participate if you are not here. You have a responsibility to both the class and yourself to be here. UF policy is that students will attend all classes. I will also note that class attendance is highly correlated with your performance on exams, and thus your grade in the course. I will not be inclined to do any favors for students who are borderline if they have shown a half-hearted commitment to being in class.

**Communication:** You can contact me by phone, of course, but email is best. I’m not quite sure how to check my voice mail on my office phone.
**Classroom Behavior:** Being in class is an indication that you are here to learn something about anthropology. I expect that cell phones will be turned off during the lecture, that you will pay attention in class, and that you will remain seated during class. Passing notes, chatting with your neighbors, reading the newspaper, doing your math homework, playing World of Warcraft, surfing Facebook, or texting under the desk are distracting to and disrespectful of everyone in the class. If you do need to leave early, please sit in a location where your movement will cause the least disruption. If you need to chat with your neighbor, please wait until after class.

**Academic Honesty.** Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else’s published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same work for different courses) will lead to the Department’s and the University’s procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the [University’s Honor Code](#) and the student conduct code. If you are unsure whether your activities are legitimate regarding paper writing and exam taking, please do not hesitate to ask me.

**Accommodation for Students with Disabilities:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office (which is [here](#)) will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. **Please make any requests by the second week of class.**

**UF Counseling Services:** Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

1. [University Counseling and Wellness Center](#), 3190 Radio Road, 392-1575, personal and career counseling
2. [Career Resource Center](#), Reitz Union, 392-1601, career development assistance and counseling
3. [Reading & Writing Center](#), Broward Hall, 392-0791, writing assistance, study skills, test preparation
Course Outline

The following course outline is approximate. We may spend more or less time on specific topics as class interest dictates. Exams and due dates, however, will occur as scheduled and are not subject to change.

Important Dates:

- Paper Proposals Due: **September 24**
- Mid-Term Exam: **Due October 10**

- Papers Due: **November 26**
- Final Exam: **Due December 11, by 5 pm**

No Class, Nov. 19-21 (AAA meetings, Chicago), 26 (Thanksgiving)


- **August 27-29:** Read Turnbull, ch. 1-4.; Sahlin's 1988, Stefansson 1988, Lee 1988
- **September 3-5:** Turnbull 5-10; Ember 1978, Woodburn 1982
- **September 10-12:** Turnbull 1-15; Marlowe 2005

Subsistence, Economy, and Ecological Concerns

- **September 17-19:** Nelson, ch. 1-5; Lee 1969, Helm 1993
- **September 24-26:** Nelson 6-10; Alvard 1993
- **October 1-3:** Nelson 11-13, epilogue; Winterhalder 1993

Gender, life course, and other considerations

- **October 8-10:** Shostak, ch. 1-5; Noss and Hewlett 2001, Bird & Bird 2008
- **October 15-17:** Shostak 6-10; Mearns 1994
- **October 22-24:** Shostak 11-15, epilogue

Contemporary Issues and Debates

- **October 29-31:** Headland & Reid 1989, Lee 1992
- **November 5-7:** Draper and Kranichfeld 1990, Kaplan 2000
- **November 12-14:** Feit 1982, Wenzel 1985
- **November 26, Dec 3:** Vierich 2008
List of Readings in .pdf format:


