

Hunters and Gatherers

ANT 4930/ANG 6930
Sections 8143/8152
Fall 2011

Tuesdays 8-9th period, Turlington 2336
Thursdays 9th period, Turlington 2346

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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 and independent foraging lifeway, anthropologists are fond to point out that 99% of human existence has been spent in the context of hunting and gathering. Indeed, 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 other approaches will also be employed. More specifically, we will examine hunter-gatherer subsistence, social organization, demography, social organization, and contemporary issues. 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.

Textbooks and Required Reading

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

Panther-Brick, Catharine, et al. *Hunter-Gatherers: An interdisciplinary perspective*. Cambridge: Cambridge University Press.

Endicott, Kirk M. and Karen L. Endicott. *The headman was a woman*. Prospect Heights, Ill: Waveland.

Turnbull, Colin. *The Forest People*. New York: General Books.

Shostak, Marjorie. *Nisa: The life and words of a !kung woman*. Cambridge, Mass: Harvard University Press.

Panther-Brick is our primary text and will provide us with a general overview of various trends and developments in the study of hunter-gatherer societies. Endicott, Turnbull, and Shostak are 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.

Exams and Grading

Participation. Because this is a reasonably small class, this class will be conducted in a discussion-oriented format. No one wants to listen to me talk for three hours a week, believe me. Generally, I will provide a list of questions and discussion points that will help us through each week's readings. I envision classes as more like debates rather than lectures, focused on questions, such as "what are the limits of studying foragers as

living fossils?"; "Was 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 "psychological anthropology." 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: Don't be shy about contacting me via email, coming to office hours, or asking questions. There is only a single caveat: I have a very full life at both work and at home. Teaching this class is but one of the many facets of my job as a professor. In addition, my activity patterns are quite different from that of the average college student. All this is to say that when you email me, you are not likely to get an immediate response. I don't live for email or update my life on Facebook hourly. But be patient. I will get back to you.

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. Really, if you can't stay away from checking email, logging onto Facebook, texting under the desk, or playing an online game for an entire class period, you should seek professional help.

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 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. [Sexual Assault Recovery Services](#) (SARS), Student Health Care Center, 392-1161, sexual counseling
3. [Career Resource Center](#), Reitz Union, 392-1601, career development assistance and counseling
4. [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 22**

Mid-Term Exam: **Due October 13**

Papers Due: **November 22**

Final Exam: **Due December 12, noon**

No Class, Nov. 17 (AAA meetings, Montreal), 24 (Thanksgiving)

August 23-September 15. Defining "Hunter-Gatherers." Introductory Theoretical Issues. Affluence, Economies, and Egalitarianism.

Readings: Panter-Brick 1-6, Sahlins 1988, Woodburn 1982, Stefansson 1988, Lee 1988, Ember 1978.

September 20-October 13. Subsistence, Economy, and Ecological Concerns

Readings: Turnbull (all), P-B 8-10, Alvard 1993, Helm 1993, Winterhalder 1993, Lee 1969

October 18-November 10. Gender, life course, and other considerations

Readings: Endicott (all), Shostak (all), Panter-Brick 7, Noss and Hewlett 2001, Mearns 1994

November 15-December 6 Contemporary Issues and Debates

Readings: P-B 11, Lee 1992, Kaplan 2000, Feit 1982, Wenzel 1985, Draper and Kranichfeld 1990

List of Readings in .pdf format:

- Alvard, Michael. 1993. Testing the "ecologically noble savage" hypothesis: interspecific prey choice by Piro hunters of Amazonian Peru. *Human Ecology* 21: 355-387.
- Draper, Patricia, and Marion Kranichfeld. 1990. Coming in from the bush: settled life by the !Kung and their accommodation to Bantu neighbors. *Human Ecology* 18: 363-384.
- Ember, Carol R. 1978. Myths about hunter-gatherers. *Ethnology* 17: 439-448.
- Feit, Harvey A. 1982. The future of hunters within nation-states: anthropology and the James Bay Cree. In: Richard B. Lee, and Eleanor Leacock (eds.), *Politics and History in Band Societies*; pp. 373-411. Cambridge: Cambridge University Press.
- Helm, June. 1993. 'Always with them either a feast or a famine': Living off the land with Chepewyan Indians, 1791-1792. *Arctic Anthropology* 30(2):46-60.
- Kaplan, David. 2000. The darker side of the original affluent society. *Journal of Anthropological Research* 56(3):301-324
- Lee, Richard B. 1969. What hunters do for a living, or, how to make out on scarce resources. In: Gary R. Lee, and Irven DeVore (eds.), *Man the Hunter*; pp. 30-49. Chicago: Aldine Publishing Company.
- Lee, Richard B. 1988. Reflections on primitive communism. In: Tim Ingold, Riches. David C., and Woodburn. James C. (eds.), *Hunters and Gatherers: History, Evolution, and Culture Change*; pp. 252-268. Oxford: Berg.
- Lee, Richard B. 1992. Art, science, or politics? The crisis in hunter-gatherer studies. *American Anthropologist* 94: 31-54.
- Mearns, Lesley. 1994. To Continue the Dreaming: Aboriginal Women's Traditional Responsibilities in a Transformed World. In: Ernest S. Burch, and Linda J. Ellana (eds.), *Key Issues in Hunter-Gatherer Research*; pp. 263-287. Oxford: Berg Publishers.
- Noss and Hewlett 2001. The context of female hunting in Central Africa. *American Anthropologist* 103(4):1024-1040.
- Sahlins, Marshall. 1988. Notes on the Original Affluent Society. In: John Bodley (ed.), *Tribal Peoples and Development Issues*; pp. 15-21. Mountain View, CA: Mayfield Publishing.
- Stefansson, Vilhjalmur. 1988. Lessons in living from the stone age. In: John Bodley (ed.), *Tribal Peoples and Development Issues*; pp. 33-42. Mountain View, CA: Mayfield Publishing.
- Wenzel, George. 1985. Marooned in a blizzard of contradictions: Inuit and the anti-sealing movement. *Etudes/Inuit/Studies* 9: 77-91.
- Winterhalder, Bruce. 1993. Work, resources, and population in foraging societies. *Man*, new series, 28(2):321-340.
- Woodburn, James. 1982. Egalitarian societies. *Man*, new series 17: 431-451.