

CATTLE CULTURES (ANT4930/ANG6930)

Dr. Kate Grillo
Syllabus Spring 2023
University of Florida

Tuesdays Periods 4-5, 10:40am – 12:35pm Turlington 2346
Thursdays Period 4, 10:40am – 11:30am Turlington 2342

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Office Hours: Mondays 2-4pm or alternate times by appointment
Office hours via Zoom are available by request.

Course Description

Mobile pastoralism is a way of life centered on the management and herding of livestock. Cattle-based pastoralist systems have had a powerful impact on social and environmental landscapes since originating independently in various forms throughout the world, and tens of millions of people throughout the world rely on cattle and other domesticated animals for survival today. This course will explore the archaeology and anthropology of “cattle cultures,” focusing on the ecological, political, and cultural strategies that have made cattle pastoralism, in particular, dynamic and sustainable throughout prehistory and into the current era. Case studies of cattle cultures will focus largely on eastern Africa, extend to the Amazon and India, and finally return home to Florida.

Student Learning Outcomes

1. Students will define, describe, and explain the origins and development of cattle pastoralism in its various forms throughout the world.
2. Students will engage with anthropological theory to better understand cattle pastoralism in its ecological, economic, political, and social contexts.
3. In class discussions and written assignments, students will address the role of pastoralist societies in the modern world and assess their prospects for the future.

Required Text/Readings

McCabe, J.T., 2010. *Cattle Bring Us to our Enemies: Turkana Ecology, Politics, and Raiding in a Disequilibrium System*. University of Michigan Press.

Hoelle, J., 2015. *Rainforest Cowboys: The Rise of Ranching and Cattle Culture in Western Amazonia*. University of Texas Press.

Narayanan, Y. 2023. *Mother Cow, Mother India: A Multispecies Politics of Dairy in India*. Stanford University Press.

Additional readings will be posted on Canvas.

Course Requirements

See course schedule below for exam dates and other due dates.

Book Review: 15%

Students will write an academic book review. The format will be comparable to a book review submitted to an archaeological/anthropological journal. Additional instructions will be provided in class.

Conference Presentation and Paper: 55%

Students will be required to present a conference paper (Society for American Archaeology style), and turn in a polished manuscript based on the conference presentation. Grades for the conference presentation and paper will be broken down as follows:

10% abstract submitted in advance

10% presentation

35% final paper

The final paper will be 10 pages in length for undergraduate students, and 20 pages in length for graduate students.

Discussion Leadership: 10%

Students will be required to lead discussion for five different reading assignments. Graduate students will be assigned books to present. Additional instructions will be provided in class.

Class Participation: 20%

This class will be discussion-based, and thus participation **by everyone** is crucial. I will present background information and additional points of interest at the beginning of each class, but students should come prepared to spend most of the class period discussing the assigned readings. I reserve the right to assign written reading responses if it seems that anyone is not completing the assigned readings each week.

Attendance Policy

Attendance is mandatory, and I will take attendance each class period. Please email me in the event of illness/family emergency/jury duty/etc. I will allow one unexcused absence without penalty; each additional unexcused absence will result in your grade being lowered by one-half of a letter grade.

Grades and Grading Policies

This course will use the following grading scale:

A	93% or above	C	73-76.99%
A-	90-92.99%	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	60-62.99%
C+	77-79.99%	E	below 60%

See also <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Cell Phone and Laptop Policy

All cell phones should be turned off during class, and laptops are only permitted for note-taking. Any other use of these technologies during class time (texting, emailing, social media-ing, etc.) is distracting and unprofessional. Please don't do this; I retain the right to penalize repeat offenders.

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. I'm happy to make any necessary accommodations.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services.

A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf On-Line Students
Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

Course Schedule: Please note that the schedule and readings are subject to change.

Week 1: Introduction to the Course	
January 10	Course overview
January 12	<p>Manzano, P., Burgas, D., Cadahía, L., Eronen, J.T., Fernández-Llamazares, Á., Bencherif, S., Holand, Ø., Seitsonen, O., Byambaa, B., Fortelius, M. and Fernández-Giménez, M.E., 2021. Toward a holistic understanding of pastoralism. <i>One Earth</i>, 4(5), pp.651-665.</p> <p>Krätli, S., Huelsebusch, C., Brooks, S. and Kaufmann, B., 2013. Pastoralism: A critical asset for food security under global climate change. <i>Animal frontiers</i>, 3(1), pp.42-50.</p>
Week 2: Pastoralism from an Anthropological Perspective	
January 17	<p>Dyson-Hudson, Rada, and Neville Dyson-Hudson. "Nomadic pastoralism." <i>Annual Review of Anthropology</i> 9.1 (1980): 15-61.</p> <p>Honeychurch, William, and Cheryl A. Makarewicz. "The Archaeology of Pastoral Nomadism." <i>Annual Review of Anthropology</i> 45 (2016): 341-359.</p>
January 19	<p>Evans-Pritchard, E.E. "Introductory" and "Interest in Cattle" from <i>The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People</i>, (1940) Clarendon Press.</p> <p>Film Clip: Strange Beliefs (1986)</p>
Week 3: Understanding Domestication	
January 24	<p>Frantz, L.A., Bradley, D.G., Larson, G. and Orlando, L., 2020. Animal domestication in the era of ancient genomics. <i>Nature Reviews Genetics</i>, 21(8), pp.449-460.</p> <p>Zhang, K., Lenstra, J.A., Zhang, S., Liu, W. and Liu, J., 2020. Evolution and domestication of the Bovini species. <i>Animal Genetics</i>, 51(5), pp.637-657.</p> <p>Bulliet, <i>Hunters, Herders, and Hamburgers</i>: Ch. 4 Predomesticity, Ch. 5 Where the Tame Things Are, Ch. 6 Domestication and Usefulness, Ch. 7 From Mighty Hunter to Yajamama.</p>
January 26	Guest Lecture: Dr. Mary Prendergast Cattle genetics and zooarchaeology
Week 4: Archaeology of Southwest and Central Asia	
January 31	<p>Arbuckle, B.S. and Hammer, E.L., 2019. The rise of pastoralism in the ancient Near East. <i>Journal of Archaeological Research</i>, 27(3), pp.391-449.</p> <p>Bogaard, A., Charles, M., Twiss, K.C., Fairbairn, A., Yalman, N., Filipović, D., Demirergi, G.A., Ertuğ, F., Russell, N. and Henecke, J., 2009. Private pantries and</p>

	<p>celebrated surplus: storing and sharing food at Neolithic Çatalhöyük, Central Anatolia. <i>Antiquity</i>, 83(321), pp. 649-668.</p> <p>Twiss, K.C. and Russell, N., 2009. Taking the bull by the horns: ideology, masculinity, and cattle horns at Çatalhöyük (Turkey). <i>Paléorient</i>, pp.19-32.</p> <p>Russell, N., 2022. Cattle for the Ancestors at Neolithic Çatalhöyük, Turkey 11 . <i>Cattle and People: Interdisciplinary Approaches to an Ancient Relationship</i>, 4, p.225.</p>
February 2	<p>Wilkin, S., Ventresca Miller, A., Taylor, W.T., Miller, B.K., Hagan, R.W., Bleasdale, M., Scott, A., Gankhuyg, S., Ramsøe, A., Uliziibayar, S. and Trachsel, C., 2020. Dairy pastoralism sustained eastern Eurasian steppe populations for 5,000 years. <i>Nature ecology & evolution</i>, 4(3), pp.346-355.</p> <p>Miller, A. R. V., Spengler, R., Haruda, A., Miller, B., Wilkin, S., Robinson, S., Roberts, P., & Boivin, N. (2020). Ecosystem engineering among ancient pastoralists in Northern Central Asia. <i>Frontiers in Earth Science</i>, 8.</p>
Week 5: Case Study: Turkana	
February 7	<p>Film: The Wedding Camels</p> <p>Abstract due</p>
February 9	<p>Derbyshire, S. Embracing uncertainty: what Kenyan herders can teach us about living in a volatile world. <i>The Conversation</i>, March 2022.</p>
Week 6: Pastoralist Ecology in Eastern Africa	
February 14	<p>McCabe, T. <i>Cattle Bring Us to our Enemies</i></p>
February 16	<p>Robertshaw, P., 2021. Archaeology of early pastoralism in East Africa. In <i>Oxford Research Encyclopedia of African History</i>.</p>
Week 7: Eastern African Archaeology!	
February 21	<p>Hildebrand, E.A., Grillo, K.M., Sawchuk, E.A., Pfeiffer, S.K., Conyers, L.B., Goldstein, S.T., Hill, A.C., Janzen, A., Klehm, C.E., Helper, M. and Kiura, P., 2018. A monumental cemetery built by eastern Africa's first herders near Lake Turkana, Kenya. <i>Proceedings of the National Academy of Sciences</i>, 115(36), pp. 8942-8947.</p> <p>Sawchuk, E.A., Pfeiffer, S., Klehm, C.E., Cameron, M.E., Hill, A.C., Janzen, A., Grillo, K.M. and Hildebrand, E.A., 2019. The bioarchaeology of mid-Holocene pastoralist cemeteries west of Lake Turkana, Kenya. <i>Archaeological and Anthropological Sciences</i>, 11(11), pp. 6221-6241.</p> <p>Kaplan, S. https://www.washingtonpost.com/science/2018/08/21/this-ancient-burial-ground-tells-story-unity-time-climate-chaos/</p>
February 23	

	<p>Grillo, K.M., Prendergast, M.E., Contreras, D.A., Fitton, T., Gidna, A.O., Goldstein, S.T., Knisley, M.C., Langley, M.C. and Mabulla, A.Z., 2018. Pastoral Neolithic settlement at Luxmanda, Tanzania. <i>Journal of Field Archaeology</i>, 43(2), pp.102-120.</p> <p>Prendergast, M.E., Grillo, K.M., Gidna, A.O. and Mabulla, A.Z., 2021. Grinding-stone features from the Pastoral Neolithic at Luxmanda, Tanzania. <i>Antiquity</i>, 95(380).</p>
Week 8: Maasai Women and Men	
February 28	Film: Maasai Women
March 2	Film: The Chairman and the Lions
Week 9: Case Study: The Amazon	
March 7	Hoelle, J., <i>Rainforest Cowboys</i>
March 9	Book Review Due
Week 10: Spring Break	
March 14	<i>No class</i>
March 16	<i>No class</i>
Week 11: From a Cow's Perspective	
March 21	Film: Cow
March 23	Research Workshop
Week 12: Case Study: India	
March 28	Narayanan, Y. <i>Mother Cow, Mother India</i>
March 30	Readings TBD
Week 13: Case Study: Florida	
April 4	Readings TBD
April 6	Readings TBD
Week 14: Cattle and Colonialism	

April 11	<p>Introduction to Fischer, J.R., 2015. <i>Cattle Colonialism: An environmental history of the conquest of California and Hawai'i</i>. UNC Press Books.</p> <p>Ficek, R.E., 2019. Cattle, capital, colonization: tracking creatures of the Anthropocene in and out of human projects. <i>Current Anthropology</i>, 60(S20), pp.S260-S271.</p>
April 13	Guest Lecture TBD
Week 15: Conference Presentations	
April 18	<i>Student presentations, help with papers</i>
April 20	<i>Student presentations, help with papers</i>
Week 16: Climate Change and the Future	
April 25	<p>Scoones, I. Cows and cars should not be conflated in the climate change debate. The Conversation. https://theconversation.com/cows-and-cars-should-not-be-conflated-in-climate-change-debates-171024</p> <p>Fountain, H. Belching Cows and Endless Feedlots: Fixing Cattle's Climate Issues https://www.nytimes.com/2020/10/21/climate/beef-cattle-methane.html</p> <p>Mishan, L. What Does the End of Beef Mean for Our Sense of Self? https://www.nytimes.com/2022/03/03/t-magazine/meat-beef-vegetarianism-veganism.html</p>
FRIDAY April 28	Final paper due by 5:30pm