

CATTLE CULTURES (ANT4426)

Dr. Kate Grillo
Syllabus Spring 2025
University of Florida

Course Meeting Times/Places:
Tuesdays 8:30 – 10:25am
Thursdays 9:35 – 10:25am
Keene-Flint Hall 0117

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Turlington B121

Office Hours: Wednesdays 2-3pm, Tuesdays 10:30am-12:30pm, or alternate times by appointment
Office hours via Zoom are available by request.

Course Description

Explores the archaeology and anthropology of “cattle cultures.” Focuses on the ecological, political, and cultural strategies that have made cattle pastoralism dynamic and sustainable throughout prehistory and into the current era. Case studies of cattle cultures will focus on eastern Africa, the Amazon, India, and Florida.

Student Learning Outcomes

1. Define, describe, and explain in detail the origins and development of cattle pastoralism in its various forms throughout the world.
2. Reflect on and write using anthropological theory to better understand cattle pastoralism in its ecological, economic, political, and social contexts.
3. 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.

Delsol, N., 2024. *Cattle in the Postcolumbian Americas: A Zooarchaeological Historical Study*. University Press of Florida.

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

Additional readings will be posted on Canvas; see course schedule below for more details.

Course Requirements

The graduate and undergraduate sections of this course require level-appropriate work. Undergraduate students will be required to complete a 10-page final paper, while graduate students will be required to complete a 20-page final paper. Both undergraduate and graduate students will be required to serve as discussion leaders, but undergraduate students will present journal articles while graduate students will present books. For a book review assignment, graduate students must present work of publishable quality while undergraduate students will be afforded more leeway.

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, and must be of publishable quality.

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.

Discussion Leadership: 10%

Students will be required to lead discussion for five different reading assignments; graduate students will lead discussion of assigned books.

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. Active participation in the classroom will count for 20% of each student's final grade, scored on a four-point scale as follows: 1 point – Came to class late, did not participate, and/or was unprepared. 2 points – Came to class late, was somewhat prepared, and/or barely participated. 3 points – Came to class on time, was prepared, and participated in some classroom activities. 4 points – Came to class on time, was prepared, and actively engaged in most discussion/activities. We understand that we all have different levels of comfort regarding speaking in class. If you have any issues that prohibit you from participating in class, we encourage you to contact us so we can find ways to make participation work for you in this class. Any class missed will not affect your participation grade if you are within your allotted absences.

Attendance Policy

Attendance is mandatory, with exceptions allowed as per the UF attendance policy (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>). 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 silenced and out of sight 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 requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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.

Discussion leadership assignments will be made in class with student input.

Week 1: Introduction to the Course

January 14 – Syllabus Review and Introductions

- no readings

January 16 – Introduction to Global Pastoralism

- 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. *One Earth*, 4(5), pp. 651-665.

- Krätli, S., Huelsebusch, C., Brooks, S. and Kaufmann, B., 2013. Pastoralism: A critical asset for food security under global climate change. *Animal frontiers*, 3(1), pp. 42-50.

Week 2: Pastoralism from an Anthropological Perspective

January 21 - Anthropology

- Dyson-Hudson, Rada, and Neville Dyson-Hudson. "Nomadic pastoralism." *Annual Review of Anthropology* 9.1 (1980): 15-61.

- Honeychurch, William, and Cheryl A. Makarewicz. "The Archaeology of Pastoral Nomadism." *Annual Review of Anthropology* 45 (2016): 341-359.

January 23 – The Nuer

Film Clip: *Strange Beliefs* (1986)

- Evans-Pritchard, E.E. "Introductory" and "Interest in Cattle" from *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*, (1940) Clarendon Press.

Week 3: Understanding Domestication

January 28 – Domestication

- Frantz, L.A., Bradley, D.G., Larson, G. and Orlando, L., 2020. Animal domestication in the era of ancient genomics. *Nature Reviews Genetics*, 21(8), pp.449-460.

- Zhang, K., Lenstra, J.A., Zhang, S., Liu, W. and Liu, J., 2020. Evolution and domestication of the Bovini species. *Animal Genetics*, 51(5), pp.637-657.

- Bulliet, *Hunters, Herders, and Hamburgers*: Ch. 4 Predomesticity, Ch. 5 Where the Tame Things Are, Ch. 6 Domestication and Usefulness, Ch. 7 From Mighty Hunter to Yajamama.

January 30 – Cattle Genetics and Zooarchaeology

Guest Lecture

Week 4: Archaeology of Southwest and Central Asia

February 4 – Southwest Asia

- Arbuckle, B.S. and Hammer, E.L., 2019. The rise of pastoralism in the ancient Near East. *Journal of Archaeological Research*, 27(3), pp.391-449.
- Bogaard, A., Charles, M., Twiss, K.C., Fairbairn, A., Yalman, N., Filipovic, D., Demirergi, G.A., Ertug, F., Russell, N. and Henecke, J., 2009. Private pantries and celebrated surplus: storing and sharing food at Neolithic Çatalhöyük, Central Anatolia. *Antiquity*, 83(321), pp. 649-668.
- Twiss, K.C. and Russell, N., 2009. Taking the bull by the horns: ideology, masculinity, and cattle horns at Çatalhöyük (Turkey). *Paléorient*, pp.19-32.
- Russell, N., 2022. Cattle for the Ancestors at Neolithic Çatalhöyük, Turkey 11|. *Cattle and People: Interdisciplinary Approaches to an Ancient Relationship*, 4, p.225.

February 6 – Central Asia

- 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. *Nature ecology & evolution*, 4(3), pp.346-355.
- 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. *Frontiers in Earth Science*, 8.

Week 5: Case Study: Turkana

February 11

Abstract Due

Film: The Wedding Camels

February 13

- Derbyshire, S. Embracing uncertainty: what Kenyan herders can teach us about living in a volatile world. *The Conversation*, March 2022.

Week 6: Pastoralist Ecology in Eastern Africa

February 18

- McCabe, T. *Cattle Bring Us to our Enemies*

February 20

- Robertshaw, P., 2021. Archaeology of early pastoralism in East Africa. In *Oxford Research Encyclopedia of African History*.

Week 7: Eastern African Archaeology!

February 25

- 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. *Proceedings of the National Academy of Sciences*, 115(36), pp. 8942-8947.

- 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. *Archaeological and Anthropological Sciences*, 11(11), pp. 6221-6241.

- Kaplan, S. <https://www.washingtonpost.com/science/2018/08/21/this-ancient-burial-groundtellsstory-unity-time-climate-chaos/>

February 27

- 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. *Journal of Field Archaeology*, 43(2), pp.102-120.

- Prendergast, M.E., Grillo, K.M., Gidna, A.O. and Mabulla, A.Z., 2021. Grinding-stone features from the Pastoral Neolithic at Luxmanda, Tanzania. *Antiquity*, 95(380).

Week 8: Maasai Women and Men

March 4

Film: Maasai Women

March 6

Book Review Due

Film: The Chairman and the Lions

Week 9: Case Study: India

March 11

- Narayanan, Y. *Mother Cow, Mother India*

March 13

Research Workshop

**SPRING BREAK
MARCH 18 & 20
NO CLASS**

Week 10: From a Cow's Perspective

March 25

Film: Cow

March 27

Field Trip: Beef Teaching Unit

Week 11: Cattle and Colonialism

April 1

- Delsol, N., 2024. *Cattle in the Postcolumbian Americas: A Zooarchaeological Historical Study*. University Press of Florida.

April 3

- Ficek, R.E., 2019. Cattle, capital, colonization: tracking creatures of the Anthropocene in and out of human projects. *Current Anthropology*, 60(S20), pp.S260-S271.

- Blanton, J.B., 2014. The Role of Cattle Ranching in the 1656 Timucuan Rebellion: A Struggle for Land, Labor, and Chiefly Power. *The Florida Historical Quarterly*, 92(4), pp.667-684.

- Swain, H.M., Boughton, E.H., Bohlen, P.J. and Lollis, L.O.G., 2013. Trade-offs among ecosystem services and disservices on a Florida ranch. *Rangelands*, 35(5), pp.75-87.

Week 12: TBD, possibly **Conference Presentations**

April 8

TBD

April 10

TBD

Week 13: **Conference Presentations**

April 15

Student presentations

April 17

Student presentations

Week 14: Climate Change and the Future

April 22

- 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-climatechange-debates-171024>

- Fountain, H. Belching Cows and Endless Feedlots: Fixing Cattle's Climate Issues <https://www.nytimes.com/2020/10/21/climate/beef-cattle-methane.html>

- 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>

MONDAY, APRIL 28

Final Paper Due, 5pm