

Hunter Gatherer Archaeology

ARKY 443

ST127 Tuesday & Thursday 9:30 – 10:45 am

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Office ES602J, Lab ES714 – Office hours: T-Th 9-930 in ST127

Course Description

This course provides an overview of the history of hunter-gatherer studies in anthropology and archaeology, as well as introduces current theoretical issues in hunter-gatherer research. Topics covered include: the history of hunter-gatherer research, evolutionary ecology, culture contact, information and communication theory models, mobility strategies, shamanism and mythology, site structure, gender relations, territoriality and social interaction, the revisionist critique of hunter-gatherer studies, and the impact of government environmental and 'modernization' policies on contemporary hunter-gatherers.

Required Textbooks

Kelly, Robert L.

2013. *The Lifeways of Hunter-Gatherers: The Foraging Spectrum*. Cambridge University Press (978-1107607613)

Bettinger, Robert L., Raven Garvey, and Shannon Tushingham

2015. *Hunter-Gatherers: Archaeology and Evolutionary Theory*. Second Edition. Springer (978-1489975805)

Required and supplemental readings will be listed on d2l and will be updated throughout the course.

Evaluation

Discussion questions	15
Class participation	15
Book Review	15
Research Paper	15
Research Paper Presentation	10
Final Exam (scheduled by the registrar)	30



Extra-Credit

There are numerous opportunities around the University of Calgary campus to attend archaeological and anthropology lectures. For each lecture you attend, submit a 1-paragraph summary of **WHAT YOU LEARNED** at the lecture (not what the lecture was about). These will be worth 0.5 point each. **You can submit up to 10** of these during the semester (total of 5%). (This means you can bring your grade up by a half a letter if you submit all of them). These are due no later than **2 weeks** after the event. Many lectures will be announced in class and via d2l, but if you find one that you think is appropriate, please contact the instructor to announce to the class.

Discussion Questions

One or two questions which should be designed to *generate discussion* among your classmates. For example, you can survey your fellow students on key issues, or ask them to compare two different perspectives, or evaluate whether an author's argument is convincing and why or why not. Be prepared to answer the questions yourself. *Avoid requests for more factual information* (i.e., "What is Easter Island like today? How do you kill a bison?"), unless you are willing to look the answer up yourself and share the information with the class.

Due by 8am, on the day the reading is due/scheduled. Please submit these on d2l.

Class participation

This course is a seminar or discussion class. I will lecture for portions of the class, and we will discuss the reading for the remainder. Be prepared to discuss all assigned readings. If you will miss class, you **MUST** email the instructor **BEFORE** the beginning of class to not lose all participation marks for the day.

Twitter: the course will have use **#H-Garky** as a means of communication. Here you can ask questions, share articles, and interact with classmates and myself. Use of twitter is not required, but is recommended. I share interesting and relevant articles regularly during the semester.

Book Review

Each student must present a written report (and oral for graduate students) on a book or monograph on Hunter-Gatherer ethnology. A list of suggested volumes is provided. Reports can be no longer than two pages (excluding bibliography) single-spaced, 12-point Times New Roman type, and one-inch margins. Longer reports will be returned for revision. Further directions are provided on d2l and will be discussed in class.

Due Tuesday, February 23, 2016 by 9:30 am on d2l.

Research Paper

Each student must submit a research paper on the topic of your choice relating to hunter-gatherers. You must have your **topic approved by March 1**. The paper must include 10 peer reviewed references (no length or formatting requirements will be provided, just the minimum number of references).

Due Thursday, March 24, 2016 by 9:30 am on d2l.

Research Paper presentations – will be scheduled for weeks 11 and 12. Presentations will be 5 min plus 2 min for questions. Longer presentations will be penalized. A google calendar will be shared for students to sign up for their presentation time.

Grading Scheme:

A+	94.9% +	B+	79.9-84.8%	C+	66.9-70.8%	D+	54.9-58.8%
A	89.9-94.8%	B	74.9-79.8%	C	62.9-66.8%	D	49.9-54.8%
A-	84.9-89.8%	B-	70.9-74.8%	C-	58.9-62.8%	F	Below 49.8%

Academic Accommodations:

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at 220-8237. You are required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation.

Plagiarism and Cheating:

Plagiarism: "to steal and pass off the ideas or words of another as one's own" (Webster's). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Anthropology and Archaeology Department's guidelines on intellectual honesty available at: <http://anth.ucalgary.ca/intellectual-honesty-guidelines>

Emergency Evacuation:

In the event that the classroom should need to be evacuated due to an emergency situation please note that the primary assembly point shall be at the Professional Faculties Food Court and the Professional Faculties Food Court shall be used as a secondary assembly point.
(<https://www.ucalgary.ca/emergencyplan/home/evacuation-assembly-points/assembly-points>)

USRI:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference, please participate!

Website: <http://www.ucalgary.ca/usri/>