

ARKY 625 - HUNTER-GATHERER THEORY

Instructor: Dr. Peter Dawson

Office: ES 820

Office Hours: Monday@2pm to 4:45pm.

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Class Meetings: Monday: 14am – 16:40: RM ES822

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 Text:

Kelly, Robert

1995 The Foraging Spectrum: Diversity in Hunter-Gatherer Lifeways. Smithsonian Institution Press.

Marking Scheme

Class Presentation and	
Participation in Discussions:	40% (Scheduled)
Ethnography	20% (Due Oct. 18, 2013)
Research Paper:	40% (Due Dec.6, 2013)

* As a general rule, I use the following number grade/letter grade equivalencies:

Grade Scale:

97% = A+

90% = A

87% = A-

84% = B+

80% = B

77% = B-

72% = C+

65% = C

60% = C-

55% = D+

50% = D

Below = F

While students must complete all assignments and exams, a passing grade on any particular component of the course is not essential if the student is to pass the course as a whole.

ETHNOGRAPHY

1. Select a Hunter-Gatherer Society from the following list.
2. Using both online and academic sources, write a summary – no more than 10 double spaced pages in length – being sure to outline a) history; b) demography; c) economy; d) settlement patterns; social and political organization; e) religion, and f) current situation.

Continent

Hunter-Gatherer Society

North America	Inuit/Eskimo; Blackfoot/Plains; James Bay Cree; Slavey Dene; Witsuwit'en and Gitksan.
South America	Aché; Cuiva; Sirionó; Yamana
Northern Eurasia	Ainu; Evenki
Africa	Aka Pygmies; Hadza; Okiek; Tyua.
South Asia	Hill Pandaram; Nayaka; Agta; Batek
Australia	Ngarrindjeri; Walpiri

RESEARCH PAPER

The research paper is to be done on a topic of your choice, which has been approved by me. Students are encouraged to develop topics early on in the course.

TOPICS TO BE COVERED

1. INTRODUCTION TO COURSE AND THE HISTORY OF HUNTER-GATHERER STUDIES.

1. Images of hunter-gatherers in European social thought.
2. Anthropological/archaeological views of hunter-gatherers: A history.
 - a) Pre 1960's: Progressive social evolutionary models.
 - b) 1960's: Environment and adaptation, ecological functionalism.
 - c) 1970's: Social Change due to outside forces.
 - d) 1980's: Reflexive analysis, globalization, post-modernist approaches.
3. The archaeology of hunter-gatherers.

II. DEFINING HUNTER-GATHERERS AS A CULTURAL “TYPE”

1. The “original affluent society”?
2. Hunter-gatherers or gatherer-hunters?
3. Forager versus collectors.
4. Composite versus patrilineal band structures.
5. Immediate versus delayed return systems.
6. Mobility and subsistence/settlement systems.

7. "Complex" versus "simple" hunter-gatherers.
8. Egalitarian versus ranked social structure.

III. EVOLUTIONARY ECOLOGY

1. Hunter-gatherers as optimal foragers.
2. Sharing and collective action.
3. Diet breadth and patch choice models.
4. Linear programming models.
5. Criticisms of optimal foraging models.
6. Decision-making and the management of risk and uncertainty.
7. Marxist and Structural Marxist perspectives on hunter-gatherers.
8. Neo Darwinian Theory.

IV. TERRITORIALITY AND SOCIAL INTERACTION

1. Territoriality and the regulation of access to critical resources.
2. Social and environmental approaches to understanding territoriality.
3. Determining social and spatial boundaries.
4. Style and the marking of ethnic boundaries.
5. Defense of territories and the resolution of conflict.
6. Archaeological implications.

V. GENDER ISSUES/CHILD DEVELOPMENT

1. Man the hunter/woman the gatherer? Gender based division of labor in hunter-gatherer societies.
2. Status of women in egalitarian societies.
3. The allocation of power along gender lines.
4. The interaction of women and men in hunter-gatherer societies.
5. Child development in hunter-gatherer societies.
6. Archaeological implications.

VI. COMPLEX HUNTER-GATHERERS

1. "Complex" versus "Simple" hunter-gatherers.
2. Coping with abundant resources.
3. Sociopolitical organization and the emergence of status hierarchies.
4. Semi-sedentism and the regulation and control of access to resources.
5. Harvesting, processing and storage technologies.
6. Archaeological implications.

VII. ECOLOGICAL/COSMOLOGICAL KNOWLEDGE AND LAND MANAGEMENT.

1. The classification of plants and animals.
2. The symbolic meaning of landscape.

3. The sky and celestial bodies.
4. The use of traditional environmental knowledge in contemporary land management.
5. Landscape archaeology.
6. Traditional Place names and their importance.

VIII. CULTURE CONTACT.

1. Motivation for contact.
2. The concept of mutualism. (symmetrical versus non-symmetrical).
3. Interactions between hunter-gatherers and differently organized societies in the past.
4. Hunter-gatherers and globalization.
5. Coercive relationships.

IX. SHAMANISM, TOTEMISM, AND MYTHOLOGY IN HUNTER-GATHERER SOCIETIES.

1. Key elements in hunter-gatherer religion.
2. Shamans and the shamanic universe.
3. Fluidity and change of hunter-gatherer religion.
4. Defining relations between humans and animals.

X. MOBILITY STRATEGIES, ARCHITECTURE AND SITE STRUCTURE.

1. Defining subsistence/settlement systems for hunter-gatherers.
2. Determinants for the spatial organization of sites: social versus functional explanations.
3. Determinants for length of site occupation: anticipated versus actual mobility.
4. Architectural practices: functional, social, and ideological explanations.
5. Archaeological implications.

XI. THE POST-MODERN CRITIQUE OF HUNTER-GATHERER STUDIES

1. Hunter-gatherers as “pristine isolates”: the Tasaday controversy.
2. The role of history in hunter-gatherer revisionism.
3. Revisionist critique versus the traditionalist defense of hunter-gatherer studies.
4. Can historic foragers be considered as representative of prehistoric ones?
5. Implications for archaeological research.

XII. THE IMPACT OF GOVERNMENT ENVIRONMENTAL AND ‘MODERNIZATION’ POLICIES ON CONTEMPORARY HUNTER-GATHERERS.

1. Population relocation:
2. Hunter-gatherers in the service of the state.

3. Policies of assimilation and independence.
4. Impact of environmental and animal rights movement on hunter-gatherer culture.

ADDITIONAL CONTENT OF THE COURSE OUTLINE

Writing Across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

Academic Accommodation Policy

The purpose of academic accommodation is to provide students with documented disabilities equal opportunity to master the essentials of a post-secondary education. Students with disabilities at the University of Calgary have met all admission requirements but may have done so with the use of accommodations. Similarly, they are expected to meet all academic and non-academic requirements. Adaptive technology and other academic accommodations do not relieve students of their responsibility to develop the essential skills and abilities expected of all students.

Please refer to the following web link for detailed information: <http://www.ucalgary.ca/drc/node/71>

Disability Resource Centre Accommodations

It is the responsibility of the student to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at (403)220-8237.

Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. Students are also required to discuss their needs with the instructor no later than fourteen (14) days after the start of the course.

Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act.

Please refer to the following link for detailed information:

<http://www.ucalgary.ca/secretariat/system/files/foip%20overview.pdf>

Academic Misconduct

Academic dishonesty is an unacceptable activity at the University of Calgary and students are **strongly advised** to read the Student Misconduct section of the University Calendar. Quite often, students are unaware of what constitutes academic dishonesty or plagiarism. The most

common are:

- 1) Presenting another student's work as your own
- 2) Presenting an author's work or ideas as you own without proper referencing
- 3) Using work completed for another course

This activity will not be tolerated and students conducting themselves in this manner will be dealt with according to the procedures outlined in the University Calendar.

For detailed information on what constitutes academic misconduct, please refer to the following link:

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Emergency Evacuation Assembly Points

In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk Information

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Contact Information for Student and Faculty Representation

Student Union Vice President – Academic

Phone: (403) 220-3911

Email: suypaca@ucalgary.ca

Student Union Faculty Representative

Phone: (403) 220-3913

Email: socilscirep@su.ucalgary.ca

Student Ombudsman's Office

<http://www.su.ucalgary.ca/services/student-services/students-rights.html>