

Instructor: **Dr. Jean Hudson**

Office Hours: MW 1-3 pm in Sabin 398 or by appointment

Email: jhudson@uwm.edu

via D2L

Class Time: **Tues/Thurs 12:30-1:45**

Class Location: **SAB 332**

Class Web Site

SYLLABUS

Hunter-Gatherer Lifeways: Past and Present

Course Description

In the study of human cultural diversity, hunter-gatherers (modern and historic, as well as prehistoric) are often neglected. Too often they are relegated to categories of exotic, or tragic, or even seen as fictional constructs of modern Western culture. Yet hunter-gatherer lifeways represent both the oldest cultural systems known, and the most enduring, known from the earliest human beginnings to modern times. Their study has contributed importantly to debates about what constitutes "human nature" and to models of how we have evolved as social and moral beings. This class explores the diversity of social, economic, and ideological lifeways pursued by societies reliant upon hunting wild animals and gathering wild plants.

We will pay special attention to the ways that archaeological evidence, ethnoarchaeology, and ethnographic analogy in general, contribute to our working and testable hypotheses about human life in the past. Themes of special interest include: pro-social behaviors such as cooperation and sharing of resources, conflict avoidance and resolution, age and gender roles, and ecological dynamics of sustainable use of natural resources. This will engage us with archaeological analyses of subsistence, settlement patterns across the landscape, and intra-site spatial patterning of artifacts and features as they reflect the choices and behaviors of human foraging groups.

Learning Goals

- Increased knowledge of human cultural diversity
- Increased awareness of how evolutionary models are applied to human society via archaeological science
- Critical thinking skills: evaluating and synthesizing sources and evidence
- Communication skills: written and oral clarity in sharing data and opinions

Credit Hours

To achieve the learning goals of this 3 credit course, you should expect to spend 9 to 10 hours a week on a mix of class time, readings, quizzes, and a final thematic and comparative paper.

Required Readings

Our readings include a range of journal articles and book chapters, available in digital form through links through our class D2L site's links to pdf or the library's link to eHRAF or ebooks, or available in hardcopy via library reserve. See the Class Schedule for the full listing. With the exception of our first day of class, **always have the assigned readings read and digested before you come to class in the week for which they are assigned**. Class often begins with a writing exercise linked to the assigned readings; these are scored and contribute to your attendance and participation grades.

Course Structure & Requirements

Class time will involve a combination of lecture, film, group exercises, writing assignments, and discussion. Graded work includes attendance and participation (including any worksheets & writing exercises), quizzes, and a final paper. The final paper requirements differ between undergrads and graduate students as detailed below.

Attendance and Participation: All students will be responsible for coming to class prepared to discuss the readings; many classes will start with either a worksheet that has been completed prior to class or an in-class writing exercise designed to test your understanding of the readings and prepare you mentally to participate in class discussions. These writing exercises will contribute to your attendance and participation grade, as well as your understanding of the material, and there are no make-ups for these. One of the best ways to do well with these is to take class attendance seriously and to give yourself a little time just before class starts to review your notes from the readings. Prompting questions are included in the reading schedule.

The scoring rubric for attendance and participation is 0/1/2 where 0 is absence from class or no understanding of the materials demonstrated, 1 is presence with some understanding of readings demonstrated, 2 is presence with clear understanding of readings demonstrated, including **relevant details specific to the readings**.

Quizzes: All students will take 4 online quizzes, each 10 -20 questions. These will be of a mixed format, including multiple choice, matching, short-answer, and some map work. They will test your understanding of key concepts, particular groups and the details of their lives. The class schedule shows when they will be given. Each quiz covers the 2 or 3 week period immediately preceding the quiz.

Undergraduates will write a final essay. This will be thematic (answering a question or evaluating an issue), comparative (using at least 2 of the HGF groups or sites we study). Your theme and basic outline must be approved via D2L prior to the 10th week; we will be discussing possible themes throughout the semester and will do some in-class drafting of outlines during class. This essay will be 9 -10 pages long, double-spaced, 1 inch margins, 11 point font. It must include **Title**, the following subheadings: **Introduction** (to introduce the framing question or issue and its relevance to hunter-gatherer anthropology; **Background** (to introduce each of the groups or archaeological sites to be discussed in terms of when, where, and ecological setting; **Details** (present, discuss, and compare relevant details from each group or site that address your theme); **Summary** (summarize the key points made and their relevance to the original question or issue, outline what next steps could be taken to further pursue this question or issue). There should be a final **References Cited** page in *American Antiquity* format (see D2L). The goal is to give you a chance to choose a topic that is of special interest to you and make synthetic comparisons and evaluations. This is not a research paper - no outside sources are required - instead you must use at least 3 of our class readings in a meaningful way and citations must be to page, in the format (Author year: page). The use of any additional outside readings must be pre-approved per source. The essay will be submitted in digital form (.docx or .pdf only) via the D2L dropbox. It is due by midnight on the scheduled day of the final exam.

Graduates will write a longer (15 -20 page) research paper. Like the undergrad essay it will be thematic, comparative, and draw on the class readings, but it will also use additional published sources and discuss the theoretical framework(s) represented and/or how the assumptions and logic of relevant anthropological arguments differ. Formatting, except for length, should follow that for the essay. Ideally this paper will address a theme of special interest to your graduate research and be suitable to serve as either a part of a chapter in your thesis or a meeting presentation. It should include a clear thesis, be comparative and synthetic, and demonstrate understanding of the prior research and theoretical frameworks it builds upon. Grads should see me in office hours by the 3rd week with a written thesis statement and submit an outline of the paper and a list of sources by the 12th week. The final paper should be submitted in digital form (.docx or .pdf only) via the D2L dropbox. It is due by midnight on the scheduled day of the final exam.

The scoring rubric for both essay and paper is 0-10, with an emphasis on demonstration of critical thinking skills and writing skills. Points are accumulated as follows: 0 = nothing submitted; + 2 formatting followed with professional grammar and spelling; + 1 relevant theme identified; + 4 cited use of relevant supporting evidence; +1 evidence evaluated; + 2 clear logical flow and summary of argument. If exceptionally thoughtful and well written, a bonus point is added. If submitted late, loss of 1 point for each day late.

<u>Grading</u>	<u>Undergraduate</u>	<u>Graduate</u>
	30% attendance and participation	30% attendance and participation
	40% quizzes	20% quizzes
	<u>30%</u> final essay	<u>50%</u> research paper
	100%	100%

% Correct	Grade		% Correct	Grade
93 to 100	A		73 to 76	C
90 to 92	A-		70 to 72	C-
87 to 89	B+		67 to 69	D+
83 to 86	B		63 to 66	D
80 to 82	B-		60 to 62	D-
77 to 79	C+		less than 60	F

Extra Credit

Extra Credit points can be earned by attending guest lectures sponsored by the Anthropology Department, the Anthropology Student Union, the Archaeological Society of America, or the Wisconsin Archaeological Society. Attend and submit via D2L a short (one page typed) comment about the relevance of the talk to questions raised in this class. Include your name, the date of the lecture, the name of the speaker, and the title of their talk. Each lecture is worth one extra credit point, for a maximum of 5 points.

University Policies

Please see <https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>

Other issues

Zero tolerance for plagiarism. Any concerns with class deadlines must be resolved **prior** to the deadline.

Class Schedule

Remember – readings should be done BEFORE you come to class that week! Readings are on D2L.

WEEK	TOPICS	READINGS (with estimated pages)
<p>Week 1 (Sept 4-10)</p>	<p>Introductions & Syllabus Why study HGF? (hunter-gatherer-fishers)</p> <p>Approaches to HGF, past & present ask yourself: <i>How have HGF been defined? Why have anthropologists studied HGF life? What generalizations have been made about HGF? How would you describe research shifts over time? Which HGF research questions interest you? Can you explain why?</i></p>	<p>Lee 1997 Forward to Gowdy’s “Limited Wants, Unlimited Means” (excerpts) (2) Jordan & Cummings 2014 Introduction (30) Grads also read Jordan & Cummings 2014 Analytic Frames of Reference & dropbox a 3 page summary about the theoretical approaches discussed.</p>
<p>Week 2 (Sept 11-17)</p>	<p>Studying the materialization of behavior</p> <ul style="list-style-type: none"> • archaeology • ethnoarchaeology • ethnography & ethnographic analogy <p>Awareness of change & the flow of time</p> <ul style="list-style-type: none"> • concept of ethnographic present • using the present to model the past • if some pasts lack modern parallels 	<p>Lane 2014 HGF, Ethnoarchaeology, and Analogical Reasoning (48) for Tues read through to the section break on p.128 ask yourself: <i>What is distinctive about the questions and methods of archaeological HGF research? What is ethnoarchaeology? What specific examples are provided that link HGF behaviors to the material patterns produced?</i></p> <p>for Thurs read the rest of Lane 2014 ask yourself: <i>What does the author see as new directions for research?</i></p>
<p>Week 3 (Sept 18-24)</p>	<p>HGF living spaces in a community (ethnoarchaeology, ethnography, and archaeology)</p>	<p>Binford 1983 People in the their life space (25) ask yourself: <i>What parameters does Binford argue have relevance for how HGF use living space cross-culturally? What causal factors does he bring into his arguments? Can you connect this to last week’s Lane reading?</i></p> <p>Cahen & Keeley 1980 Not less than two, not more than three (17) ask yourself: <i>When & where is Meer II? What do we know about HGF activities there and what evidence is used to support the interpretations? Think about the types of material archaeological evidence, and the types of analyses applied to them.</i></p>
<p>QUIZ 1 – online opens Fri, closes Sun</p>		

<p>Week 4 (Sept 25-Oct 1)</p>	<p>HGF life at Ohalo II (archaeology)</p> <p>ask yourself: When & where is Ohalo II? What do we know about the spatial details & human activities in this HGF life space & what is the supporting evidence?</p> <p>ask yourself: What does each of these lines of evidence contribute to our understanding of HGF past in this time and place?</p>	<p>for Tues, everyone reads Nadel 2004 Continuity & Change (15) Rosen & Rivera-Collazo 2012 Climate Change, adaptive cycles (6)</p> <p>for Thurs, we split up the readings; know your expert responsibilities for these: <u>chipped stone?</u> Nadel 2003 Ohalo II Flint Assemblage (14) Nadel 2001 Indoor/Outdoor Flint Knapping (22) <u>plant use?</u> Weiss et al 2008 Plant-food preparation (15) Nadel et al 2012 New evidence for the processing of wild cereal grains (14) <u>animal use?</u> Rabinovich & Nadel 2005 Broken Mammal Bones: Taphonomy & Food Sharing (18) Simmons & Nadel 1998 Avifauna (18) <u>human burial?</u> Nadel 1994 Levantine... burial customs (11) Trinkhaus 2017 Paleopathology (28)</p>
<p>Week 5 (Oct 2-8)</p>	<p>HGF Food Sharing, Past & Present (ethnography, ethnoarchaeology, and archaeology)</p> <p>ask yourself: What are some key anthropological hypotheses about why HGF share food? What is the material evidence of food sharing? What insights does research with modern HGF add?</p>	<p>Enloe 2003 Food Sharing Past & Present (23) * Bahuchet 1990 Aka Food Sharing (28)</p> <p>Damas 1972 Central Eskimo Systems of Food Sharing (22) * Collings et al 1998 Modern Food Sharing (14) Audouze & Enloe 2010 High resolution archaeology at Verberie (14)</p>
<p>Week 6 (Oct 9-15)</p>	<p>HGF Values & Learning, Conflict & Cooperation, Leveling Mechanisms (ethnographic models)</p> <p>ask yourself: What is Bird-David's hypothesis about the Giving Environment? What models are offered by Hewlett et al and by Crittenden & Zes for how HGF values are learned? What is meant by the concept of leveling mechanisms and what examples are provided by Lee, Marshall, and Patterson? How would you describe differences between authors in theoretical frameworks of explanation?</p>	<p>Bird-David 1990 The Giving Environment (9) Hewlett et al 2000 Internal Working Models, Trust, and Sharing (11) Crittenden & Zes 2015 Food Sharing among Hadza Children (9) * Hewlett & Cavalli-Sforza 1996 Cultural Transmission among Aka Pygmies (14) Lee 1969 Eating Christmas in the Kalahari (4) Marshall 1961 Sharing, talking, and giving: relief of social tensions among !Kung (18) Patterson 2005 Distribution and Redistribution (selected pages = 3; 196-198) * Lee 2003 The Dobe Ju/'hoansi (selected pages = 30; 46-76)</p>

<p>QUIZ 2 – online opens Fri, closes Sun</p>		
<p>Week 7 (Oct 16-22)</p>	<p>HGF sites on a landscape - concepts arctic case study (archaeology) <i>Netsilik films</i> (ethnography)</p> <p>ask yourself: What key conceptual frameworks does Kelly summarize about HGF mobility? What material evidence do Ramsden and Murray use to identify seasonality of occupations archaeologically? How do they distinguish between seasonality and mobility? What do the Netsilik films add to your understanding of HGF life in this arctic region? How does Netsilik landscape & mobility compare to that at Back Bay?</p>	<p>Kelly 1992 Mobility/Sedentism: Concepts (25)</p> <p>Ramsden and Murray 1995 Identifying Seasonality in Pre-Dorset Structures at Back Bay (13p)</p> <p>* Hockings 2001 on Balikci Netsilik films</p>
<p>Week 8 (Oct 23-29)</p>	<p>HGF resources & mobility</p> <ul style="list-style-type: none"> • arid lands case study (ethnography) • tropical forest case study (ethnography & ethnoarchaeology) 	<p>Lee 1968 What do hunters do for a living (20) ask yourself: What are at least 3 key aspects of Ju/'hoansi or !Kung life that Lee highlights?</p> <p>Bahuchet 1991 Spatial Mobility (28) ask yourself: What are at least 3 key aspects of Aka life that Bahuchet highlights? How do the Aka compare to other Congo Basin HGF? How do the Aka, the !Kung, and the arctic case studies from last week compare?</p>
<p>Week 9 (Oct 30-Nov 5)</p>	<p>HGF landscapes of meaning & memory (ethnography & ethnoarchaeology)</p> <p>ask yourself: What examples are provided in these readings of how each particular HGF group linked meaning and memory to landscape? What aspects of these links were stressed by the authors? In what ways do landscapes of meaning connect to landscapes of resources?</p>	<p>Jordan 2002 Sacred Landscapes of Siberia (4) Oetelaar and Oetelaar 2011 Structured World of the Niitsitapi (26)</p> <p>Thornton 1997 Know Your Place (14) Norris and Harney 2014 Songlines and Navigation (15)</p>
<p>Week 10 (Nov 6-12)</p>	<p>HGF ecological dynamics</p> <p>ask yourself: What examples are provided of HGF changing the resource landscape? In what ways do these changes create benefits for the people? In what ways do the behaviors seem intentional or unintentional?</p>	<p>Yasuaka 2013 Dense Wild Yam Patches (11) Thornton 2015 Ideology and Practice of Pacific Herring Cultivation among Tlingit & Haida (11)</p> <p>Bliege Bird et al 2008 Fire Stick Farming (6) Swezey and Heizer 1977 Ritual Management (24)</p>

<p>QUIZ 3 – online opens Fri, closes Sun</p>		
<p>Week 11 (Nov 13-19)</p>	<p>HGF social lives: gender and age</p> <p>ask yourself: What are at least 3 key ideas related to gender and age among HGF that Jarvenpa & Brumbach’s work illustrated? How might the archaeological patterning of material remains be used to evaluate gender roles? How might these patterns be similar or different in other ecological settings?</p>	<p>Brumbach and Jarvenpa 1997 Ethno-archaeology of Subsistence and Gender (24)</p> <p>Jarvenpa and Brumbach 2014 HG Gender and Identity (22)</p> <p>*Bliege Bird and Bird 2008 Why women hunt (39)</p>
<p>Week 12 (Nov 20-26)</p>	<p>HGF Diversity</p> <ul style="list-style-type: none"> • explanatory models (ethnography) • Ozette (archaeological case study) 	<p>Woodburn 1982 Egalitarian Societies (23)</p> <p>Testart 1982 Significance of Food Storage (15)</p> <p>ask yourself: What aspects of HGF life are highlighted in these models of diversity? What causal factors are proposed?</p> <p>Samuels 2006 Ozette Household Production (34)</p> <p>ask yourself: What is distinctive about the HGF houses at Ozette? How are the material remains used to interpret both economic activities & social relationships?</p>
<p>Week 13 (Nov 27- Dec 3)</p>	<p>HGF life among the Ainu (ethnography) HGF life at Jomon sites (archaeology)</p> <p>ask yourself: How do the Ainu and the Jomon HGF compare with each other, and with other HGF groups studied?</p>	<p>Nomoto 1999 Ainu Home and Settlement (8)</p> <p>Keira and Keira 1999 Ainu Village Work (7)</p> <p>Watanabe 1999 Ainu Ecosystem (19)</p> <p>Kobayashi 2004 Nurturing the Jomon (26)</p> <p>Habu and Hall 2013 Climate change (13)</p>
<p>QUIZ 4 – online opens Fri, closes Sun</p>		
<p>Week 14 (Dec 4-10)</p>	<p>Review & Synthesis & Paper Outlines</p> <ul style="list-style-type: none"> • bring all your notes for review games • bring an outline or draft of your paper & a list of the class sources you are using for it • be ready to give and take peer feedback on your paper ideas 	<p>no new readings attendance & participation scored double!</p>
<p>FINAL EXAM</p>	<p>No exam; instead your final paper is due by noon on Dec 21, our final exam time. Submit via the D2L dropbox.</p>	

Source Citations

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- Habu and Hall 2013** Climate change, human impacts on the landscape, and subsistence specialization: historical ecology and changes in Jomon hunter-gatherer lifeways. Permalink: <https://escholarship.org/uc/item/4hn139hc>
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- Jordan 2002** Sacred Landscapes of Siberia. *Archaeology International* 6:33-36.
- Jordan & Cummings 2014** Introduction. In Cummings, Jordan, and Zvelebil (editors), *The Oxford Handbook of the Archaeology and Anthropology of Hunter-Gatherers*, pp.1-29. Oxford University Press: Oxford.
- Jordan & Cummings 2014** Analytic Frames of Reference. In Cummings, Jordan, and Zvelebil (editors), *The Oxford Handbook of the Archaeology and Anthropology of Hunter-Gatherers*, pp.33-42. Oxford University Press: Oxford.
- Keira and Keira 1999** Ainu Village Work. In Fitzhugh and Dubreuil (editors), *Ainu, Spirit of a Northern People*, pp.234-239. Smithsonian Institution: Washington DC.
- Kelly 1992** Mobility/Sedentism: Concepts, Archaeological Measures, and Effects. *Annual Review of Anthropology* 21:43-66.
- Kobayashi 2004** Nurturing the Jomon. In Kobayashi, Kaner, and Nakamura (editors), *Jomon Reflections*, pp.72-97. Oxbow Books: Oxford.
- Lane 2014** HGF, Ethnoarchaeology, and Analogical Reasoning. . In Cummings, Jordan, and Zvelebil (editors), *The Oxford Handbook of the Archaeology and Anthropology of Hunter-Gatherers*, pp.104-150. Oxford University Press: Oxford.
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