

Syllabus

Seminar: Hunters and Gatherers - ANT 5283

Tues 9:00-11:45 pm, Anthropology Library MH 4.02.34; Fall 2019

Dr. Robert J. Hard: Office HSS 4.04.32, Phone: 458 -7409, robert.hard@utsa.edu,
Office hours: M 3:00-4:00 pm, Tues 3:00-4:00 pm and by appointment.

Books:

Kelly, Robert L.

2013 *The Lifeways of Hunter-Gatherers: The Foraging Spectrum*. Second ed. Cambridge University Press, New York.

Binford, Lewis R.

2001 *Constructing Frames of Reference: An Analytical Method for Archaeological Theory Building Using Hunter-Gatherer and Environmental Data Sets*. University of California Press, Berkeley, California.

Blackboard articles, grades, and other information will be posted on Blackboard. You will distribute your papers and turn in your assignments via BB also as well as communicate with each other.

Purpose of class: The class will give students the opportunity to examine the diversity of ideas related to the ecological perspectives of hunters and gatherers and implications for archaeological research. The class focuses on human behavioral ecology and macroecology. The course is designed to allow you to sample this rich literature and implications for the discipline. I also want to expose you to some of the databases that emerge from Binford's work.

This course fulfills three hours of university graduate credit and can count toward fulfilling the course requirements for an M.A. or Ph.D. degree in anthropology. See catalog for specifics.

Readings, short papers & class discussion: The seminar will be organized around readings that discuss the theory, data, and methods regarding hunter-gatherer research.

There will be the following products

- 1) **Comment papers.** Using the Melbourne method a part of the class will write comments on the papers and another part of the class will discuss those papers. These papers should include some of the following elements A) synthesis, B) critique, and C) defining unanswered questions. **Your essay should go beyond synthesis by comparing papers, defining theoretical approaches, critiquing, analyzing, and or providing concrete discussions of future research.** There will be two of these papers each week. You will produce three of these papers through the semester. Each of these papers engage one to three of the readings each week. You will decide among yourselves who does which readings. Each essay will typically discuss all of the readings or a coherent subset that you or I will define. You will post your papers to Blackboard by **Monday at noon.**
- 2) **Discussion of student papers.** Two students will discuss the students' papers. This discussion should include comments regarding its goals, bring out additional points, or other ways of thinking about the topic. Students will decide among themselves who discusses which student papers. Your discussion should go further than stating couple of questions, but bring out key points, additional comments, and provide a point of departure to stimulate class discussion. The discussants should provide. You will be a discussant three times during the semester.
- 3) **Ethnographic reports.** Each student will identify & present on three ethnographic cases that they will become expert in. Each of these three cases should represent widely different

environments or regions (eg. tropical rainforest, semi-arid lands, Arctic, coastal, etc.). Each week two students will be responsible for discussing aspects of one of their ethnographic cases as it is relevant to the readings. These reports can be descriptive or synthetic of relevant studies. You will need to research this material yourself. This information should serve to keep us anchored in the ethnographic literature. These reports are expected to be about 15 minutes and should include a few power point slides. The slides can include maps, figures, bullet points, bibliographic references, etc. These slides will be shared with the other students.

Choosing your hunter-gatherer groups. Consider your regional interests, available literature, resources on eHRAF, and ecological and regional diversity. Resources to consider: eHRAF list, microfiche HRAF list, list of groups with HBE research, and Table 4.01 in Binford (2001). Choose one group from the human behavioral ecology list, that is groups that have had notable human behavioral ecological research and figure prominently into Kelly's discussions. In order to get the widest range, I would prefer not to have groups duplicated among students. You will need 3 selections plus 1 alternative. Since ethnographic reports start Sept 10, email me your suggested list by Monday, Sept 2 at noon!

- 4) **Research Paper:** A final 15 page research design paper will be prepared on a topic related to ecological approaches to hunters and gatherers as encompassed by the class. This could be a literature review paper or a paper that incorporates data analysis using Frames of Reference data or other sources. The paper should be comparative in scope and address a relevant anthropological or archaeological problem. I encourage you to develop a paper that supports your research interests. A rough draft of your paper is required, a rough draft represents about 60% of the paper. A prospectus of your research paper will also be submitted.

Grading

Short papers (2)	20%
Comments, discussion & attendance	20%
Rough draft of research paper	10%
Research Paper	30%
Ethnographic reports (2)	20%

Grades: No grade of Incomplete will be given except under unusual, documented circumstances.

Percentage of Course Points	Final Letter Grade	Grade Points
97-100%	A+	4.00
93-96%	A	4.00
90-92%	A-	3.67
87-89%	B+	3.33
83-86%	B	3.00
80-82%	B-	2.67
77-79%	C+	2.33
73-76%	C	2.00
70-72%	C-	1.67
67-69%	D+	1.33
63-66%	D	1.00
60-62%	D-	0.67
<60%	F	0.00

Attendance: You are expected to be in class. Please discuss any planned absences well in advance with me. You have an important role to play in the class every session.

Late Assignments: The following will be used to calculate penalties on late assignments, however "better late than never" does apply. Day 1: 5 point penalty, Day 2-7: 2 points per day; Day 3-n: 1 point per day. No assignments will be accepted after Dec 13.

Classroom Behavior: It is expected that all students will maintain an attitude of respect and courtesy toward others and behave in such way that a learning environment is maintained for all students.

Office of Disability Services: Students with documented disabilities have access to an array of support services through the (MS 2.03.18; 458-4157; www.utsa.edu/disability).

University Honor Code: www.utsa.edu/about/creed/honorcode.html

The Roadrunner Creed: <http://www.utsa.edu/about/creed/>

University Policy on Scholastic Dishonesty: Students are expected to maintain the highest standards of integrity with respect to academic activities and strive to avoid even the appearance of dishonesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. I take these issues very seriously.

“Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give an unfair advantage to a student or the attempt to commit such acts” (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. “Cheating” is any form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. “Plagiarism” is a form of academic dishonesty and intellectual theft that violates long-held and widely recognized principles of academic integrity including, but not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of said work as one’s own academic work offered for credit. Plagiarism has multiple forms and is described in more detail at <http://www.utsa.edu/infoguide/appendices/b.html>.

Student Groups

Red	Green
Carla Burgos	Peggy Wall
Cory Mundy	China Whitby
Michelle Carpenter	

Wk	Day	Date	Topic	Kelly 2013/ Binford	Events	Group presents ethnogra phic report	Group that prepares papers	All Comment
1	TUES	Aug 27	Introduction	Kelly 2013 Chap 1-2				
2	Mon	Sept 2	LABOR DAY HOLIDAY UTSA CLOSED					
2	TUES	Sept 3	Introduction continued, basic concepts eHRAF & Cultural Ecology	Binford Chap 1	Computer room TBA			
3	TUES	Sept 10	Human Behavioral Ecology Subsistence	Kelly Chap 3				
4	TUES	Sept 17	HBE Mobility	Kelly Chap 4		Red	Green	
5	TUES	Sept 24	Macroecology	Binford Chap 2		Green	Red	
6	TUES	Oct 1	Macroecology	Binford Chap 3 & 4; Johnson Chap 1 & 2	Research paper prospectus due Computer room			
7	TUES	Oct 8	Macroecology	Binford Chap 8,(9 & 10 cut??)	Computer room	Red	Green	
8	TUES	Oct 15	NO- CLASS		Work on research paper			
9	TUES	Oct 22	Technology	Kelly Chap 5		Green	Red	
10	MON	Oct 28	Last Day to Drop Auto W					
10	TUES	Oct 29	HBE Sharing Land Tenure	Kelly Chap 6	Draft paper due	Red	Green	
11	TUES	Nov 5	Dr. Marcus Hamilton					
12	TUES	Nov 12	Demography Warfare	Kelly Chap 7		Green	Red	
13	TUES	Nov 19	Men Women Foraging	Kelly Chap 8	Drafts returned	Red	Green	
14	TUES	Nov 26	Thanksgiving Week No Class					
15	TUES	Dec 3	Nonegalitarian	Kelly Chap 9 & 10	LAST DAY OF CLASS	Green	Red	

	Fri	Dec 6			Study Day			
	Sat-	Dec 7-13	Final Exams		Paper Due Dec 10			
	Mon	Dec 16	Grades Due					

DRAFT

DRAFT List of Topics and Readings

- 1 Aug 27; Introduction
(Kelly 2013) Chaps 1 & 2, pp 1-39
- 2 Sept 3; Introduce eHRAF & cultural ecology
(Binford 2001) Chap Prologue & Chap 1, pp 1-31
(Lee and DeVore 1968), pp 3-12
(Steward 1972 (1955)) Intro, Chaps 1, 2, skim 3, 5, 7 & 8
(Ember 1978)
(Ember 2014)
(Lee 1979) in eHRAF, pp. Preface, Chap 1 & 2
Explore eHRAF cultures covered in eHRAF, including subsistence type (note hunter-gatherers and primarily hunters and gatherers), types of samples, sampling issues, codes (material codes, cultural codes)
<http://hraf.yale.edu/resources/faculty/teaching-ehraf/1-22-hunter-gatherers-explaining-human-culture/>
<http://hraf.yale.edu/resources/researchers/cross-cultural-research-overview/>
<http://hraf.yale.edu/resources/reference/> (
- 3 Sept 10; HBE Subsistence
(Kelly 2013), Chap 3, pp. 40-76; 37 pps
(Gremillion et al. 2014), pp. 6171-6177; 7 pps
(Smith 2015) pp. 215-262; 38 pps
(Hill et al. 1987), pp. 1-36, 37 pps
(Broughton et al. 2011); pp. 403-428, 26 pp
(Lee 1979), Chap 3-5 with emphasis on Chap 5, pp. 39-157, chap 5, pp. 116-157), 119 pp
4. Sept 17; HBE Mobility
(Kelly 2013) Chap 4 Mobility pp 77-113
(Binford 1980)
(Marlowe 2006)
(Lee 1979), skim chaps 6-8, pp. 158-249
5. Sept 24; Macroecology & Frames of Reference
(Binford 2001), Chap 2
(Burnside et al. 2012) pp. 194-208
(White 1975)
(Brown 1995) Introduction, Chaps 1 & 2, pp. 1-25
6. Oct 1; Macroecology & Frames of reference
(Johnson 2016), pp. 1-82 + skim end material
(Binford 2001), Chap 3 & 4 (skim 4) pp. 32-113
7. October 8 Macroecology & Frames of reference
(Binford 2001) Cha 8, pp. 243-315
(Binford 1990)
(Binford 2004)?? Chap 9, pp. 316-359; Chap 10 pp. 363-399
(Johnson and Hard 2008)??
8. October 15; No class
9. October 22; HBE Technology

(Kelly 2013), Chap 5, pp 114-136, 23 pp
(Simms et al. 1997), pp. 779-792; 14 pp

10. October 29; HBE Sharing Exchange and Land Tenure

(Kelly 2013) Chap 6, pp. 137-165
(Cashden 1983), pp 47-66, 20 pps
(Solis and Hard 2016), pp 1-20; 20 pps

11. November 5; Dr. Marcus Hamilton

12. November 12

Demography & Group Size & Warfare

(Kelly 2013) Chap 7, pp. 166-213; 48 pp
(Zahid et al. 2016), pp. 931-935; 5 pp
(Kelly et al. 2013), pp. 443-447; 5 pp
(Endicott 2013), pp. 1-31 (note this Fry volume has a number of important papers, students may want to read others, Kelly's chapter has archaeological data that are not in book, book is available on line)

13. November 19; ; HBE Men, Women and Foraging

(Kelly Chap 8), pp. 214-240

14. November 26; No class

15. December 3; Last Day of Class; HBE Nonegalitarian

(Kelly 2013) Chap 9, pp. 241-268
(Kelly 2013) Chap 10, Hunters and Gatherers and Prehistory pp. 269-275

References Cited

Binford, Lewis R

- 2004 Niche: A Productive Guide for Use in the Analysis of Cultural Complexity. In *Processual Archaeology: Exploring Analytical Strategies, Frames of Reference, and Culture Process*, edited by A.L. Johnson. Praeger Publishers, Westport CT.

Binford, Lewis R.

- 1980 Willow Smoke and Dog's Tails: Hunter-Gatherer Settlement Systems and Archaeological Site Formation. *American Antiquity* 45:4--20.
- 1990 Mobility, Housing and Environment: A Comparative Study. *Journal of Anthropological Research* 46:119-152.
- 2001 *Constructing Frames of Reference: An Analytical Method for Archaeological Theory Building Using Hunter-Gatherer and Environmental Data Sets*. University of California Press, Berkeley, California.

Broughton, Jack M., Michael D. Cannon, Frank E. Bayham, and David A. Byers

- 2011 Prey Body Size and Ranking in Zooarchaeology: Theory, Empirical Evidence, and Applications from the Northern Great Basin. *American Antiquity* 76:403-428.

Brown, James H.

- 1995 *Macroecology*. University of Chicago Press, Chicago.

Burnside, William R, James H Brown, Oskar Burger, Marcus J Hamilton, Melanie Moses, and Luis Bettencourt

- 2012 Human Macroecology: Linking Pattern and Process in Big-Picture Human Ecology. *Biological Reviews* 87:194-208.

Cashden, Elizabeth

- 1983 Territoriality among Human Foragers: Ecological Models and an Application to Four Bushman Groups. *Current Anthropology* 24:47-66.

Ember, Carol R.

- 1978 Myths About Hunter-Gatherers. *Ethnology* 17:439-448.

- 2014 Hunter-Gatherers (Foragers). In *Explaining Human Culture*, edited by Carol R. Ember, pp. 1-12. Human Relations Area Files.

Endicott, Kirk

- 2013 Peaceful Foragers: The Significance of the Batek and Moriori for the Question of Innate Human Violence. In *War, Peace, and Human Nature: The Convergence of Evolutionary and Cultural Views*, edited by Douglas P. Fry. Oxford University Press, Oxford.

Freeman, Jacob and John M. Anderies

- 2012 Intensification, Tipping Points, and Social Change in a Coupled Forager-Resource System. *Human Nature* 23:419-446.
- Freeman, Jacob, Robert J. Hard, and Raymond P. Mauldin
2016 (ms under review) A Theory of Regime Change on the Prehistoric Texas Coastal Plain. *Quaternary International*.
- Gremillion, Kristen J., Loukas Barton, and Dolores R. Piperno
2014 Particularism and the Retreat from Theory in the Archaeology of Agricultural Origins. *Proceedings of the National Academy of Sciences* 111:6171-6177.
- Hill, Kim, Hillard Kaplan, Kristen Hawkes, and A. Magdalena Hurtado
1987 Foraging Decisions among Aché Hunter-Gatherers: New Data and Implications for Optimal Foraging Models. *Ethology and Sociobiology* 8:1-36.
- Johnson, Amber L.
2016 Using Frames of Reference: A Guide to Binford's Datasets, Program, and Their Research Potential, edited by Truman State University, pp. 1-136.
- Johnson, Amber L. and Robert J. Hard
2008 Exploring Texas Archaeology with a Model of Intensification. *Plains Anthropologist* 53:137-153.
- Kelly, Robert L.
2013 *The Lifeways of Hunter-Gatherers: The Foraging Spectrum*. Second ed. Cambridge University Press, New York.
- Kelly, Robert L., Todd A. Surovell, Bryan N. Shuman, and Geoffrey M. Smith
2013 A Continuous Climatic Impact on Holocene Human Population in the Rocky Mountains. *Proceedings of the National Academy of Sciences* 110:443-447.
- Lee, Richard B.
1979 *The !Kung San: Men, Women, and Work in a Foraging Society*. Cambridge University Press, Cambridge.
- Lee, Richard B. and Irven DeVore
1968 Problems in the Study of Hunters and Gatherers. In *Man the Hunter*, edited by Richard E. Lee, pp. 3-12, Aldine Atherton, Chicago.
- Marlowe, Frank
2006 Central Place Provisioning: The Hadza as an Example. In *Feeding Ecology in Apes and Other Primates: Ecological, Physical and Behavioral Aspects*, edited by G Hohmann, M M Robbins, and C Boesch, pp. 359-377. Cambridge University Press, Cambridge.
- Scheffer, Marten
2009 *Critical Transitions in Nature and Society*. Princeton University Press, Princeton, N.J.

- Scheffer, Marten, Stephen R. Carpenter, Timothy M. Lenton, Jordi Bascompte, William Brock, Vasilis Dakos, Johan van de Koppel, Ingrid A. van de Leemput, Simon A. Levin, Egbert H. van Nes, Mercedes Pascual, and John Vandermeer
2012 Anticipating Critical Transitions. *Science* 338:344-348.
- Simms, Steven R., Jason R. Bright, and Andrew Ugan
1997 Plain-Ware Ceramics and Residential Mobility: A Case Study from the Great Basin. *Journal of Archaeological Science* 24:779-792.
- Smith, Bruce D
2015 A Comparison of Niche Construction Theory and Diet Breadth Models as Explanatory Frameworks for the Initial Domestication of Plants and Animals. *Journal of Archaeological Research* 23:215-262.
- Solis, Kristina and Robert J. Hard
2016 An Analysis of Hunter-Gatherer Mobility and Territoriality in the Late Archaic Texas Coastal Plain Using Strontium Stable Isotope Ratios. National Science Foundation Doctoral Dissertation Research Grant Proposal.
- Steward, Julian Haynes
1972 (1955) *Theory of Culture Change: The Methodology of Multilinear Evolution*. University of Illinois Press, Urbana & Chicago.
- White, Leslie A
1975 *The Concept of Cultural Systems: A Key to Understanding Tribes and Nations*. Columbia Univ Pr, New York.
- Zahid, H. Jabran, Erick Robinson, and Robert L. Kelly
2016 Agriculture, Population Growth, and Statistical Analysis of the Radiocarbon Record. *Proceedings of the National Academy of Sciences* 113:931-935.